

**THE USE OF NATIONAL GEOGRAPHIC VIDEO TO ENHANCE STUDENTS'
READING COMPREHENSION OF DESCRIPTIVE TEXT AT THE EIGHT GRADE
OF SMP NEGERI 1 PRAMBANAN SLEMAN IN THE ACADEMIC YEAR 2013/2014**

A THESIS

Presented as Partial Fulfillment of Requirements for the Attainment of Sarjana

Pendidikan Degree in English Language Education



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The Use of National Geographic Video to Enhance Students' Reading
Comprehension of Descriptive Text at the Eighth Grade Students of SMP

Negeri 1

Prambanan Sleman in the Academic Year 2013/2014

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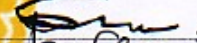
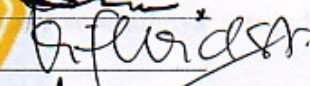
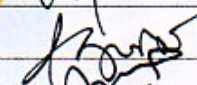
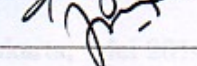
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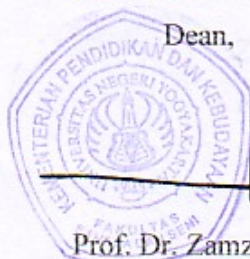
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ENHANCE STUDENTS' READING COMPREHENSION OF
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PRAMBANAN SLEMAN IN THE ACADEMIC YEAR 2013/2014**

Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain kecuali bagian – bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

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MOTTOS

“We want to follow a dream, yes, it’s true, but one thing is to follow the dream, another thing is to follow an obsession.. and this is not obsession, it’s just a dream”- Jose Mourinho

**There’s no such thing as useless effort
- Kagami Taiga**

**Resting is more painful to me - Mitsui
“Slam Dunk”**

DEDICATIONS

This thesis is lovingly dedicated to:

My beloved father and mother

{Mr. M. Solichin and Mrs. Sri Rahayu (almh)}

*who have never failed to give me endless love, prayer,
patience, and support. You're my greatest motivation for
every single step I take.*

My beloved brother

{Huda Dwiandra (Alm)}

For the happiness and the time we shared together.

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Finally, I hope this final project will be useful for all the readers both English teachers and English students.

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ABSTRACT

This research aimed to improve students' reading ability through National Geographic videos in SMP N 1 Prambanan Sleman.

This research applied action research consists of two cycles. The subjects of the research were 24 students of the ninth grade, the collaborator and the researcher himself. The techniques of collecting data were filled an observation checklist form, observed the teaching and learning process, took photographs, interviewing the English teacher, collaborator and students, doing pre-test and post-test and collecting documents. The data were in the forms of the field notes, the questionnaires, the photos, interview transcripts, test result and samples of the students' work. In analyzing the data, the researcher used two methods. They were qualitative method and quantitative method. A test was used for the analysis of the quantitative data.

The results of this research showed that the use of the video was able to improve students' reading ability. Based on qualitative data sources, the students were able to conclude the text, finding the main idea, analyzing the supporting idea. They also could know the vocabularies accurately. Through the videos, they were excited and motivated to join the teaching and learning process. Based on quantitative data sources, before the implementation of using National Geographic videos their reading score was low, after the implementation of videos, the score was higher. The pre-test mean was 6.14, while the post test mean was 8.91. From data sources above, it can be concluded that the students' reading ability was improved.

Keywords : *reading, descriptive text, video, National Geographic*

CHAPTER I

INTRODUCTION

The first chapter of this research contains background of the study, reasons for choosing the topic, statement of the problems, research questions, purpose of the study, significances of the study, limitation of the study, operational definition and outline of the study.

A. Background of the Study

Reading is one of the most important aspects in learning English. We get instructions and knowledge in learning English through reading some literatures. Reading textbooks is a source of learning a science. We do not know how to write and pronounce certain words in English language without reading the guidebook. Thus, we have to make sure that teaching reading in schools must be held perfectly. The students must get the skill perfectly. By doing that, teaching English in school will run smoothly and effectively.

Reading is also very important in school. Based on KTSP 2006, the final stage of junior high school class is national examination. Most of the tasks in the national examination involve the reading skill form.

Based on the observation and interviews done by the researcher in relation to teaching learning process of reading in SMP N 1 Prambanan Sleman, the researcher found some problems. Those problems came from the teacher, the students, the techniques applied, and the use of media.

Firstly, the students had low motivation when the teacher presented an English text. They looked frustrated when they were asked to read and to analyze an English text. There was such thought in their mind that the English text given to them was difficult. Next, still related to the first problem, the teacher found difficulties in creating interesting and effective teaching material which could motivate the students. He rarely used interesting material and media in the class as finding and creating interesting teaching material and media were difficult and costly. These facts made teaching reading in SMP N 1 Prambanan Sleman only depended on the course book and it made the teaching and learning process became monotonous. As a consequence, the students tended to feel bored. Another problem was that the students had poor vocabularies. In finding the meaning of difficult words in the text, they depended too much on the dictionary. It was not good as it would spend a lot of time and impeded the comprehension process.

Teachers must be creative to make the learning process run smoothly and to attract the students' attention. The teacher should make the materials and find the methods that make the students more enthusiastic in joining the class. One of the ways is by using some media with modern technology. Creative uses of media will increase the probability that the students will learn more, retain better what they learn, and improve their performance of the skills they are expected to develop (Brown, Lewis, Harclerod 2:1975).

A video can be used as a medium in teaching descriptive texts. By using videos as media, the students can see the description of objects directly. The

moving pictures in the video help the students to understand the objects by showing the objects clearly. The students are helped by the video that shows the objects and the explanations. The main strength of using videos as media is videos can attract the students' attention and make the teaching learning process joyful. Documentary video is closely related to descriptive texts. Its function is to give knowledge to the readers or the watchers about the pictures and characteristics of an object. Furthermore, the documentary videos are easily available. We can find the videos in youtube. The videos are also less expensive and effective sources of sharing information and knowledge.

National Geographic is a famous institute that is located in United States of America. This institute launches magazines, videos, and TV channel. The content of the videos is about documentary of phenomena and entities in the world. The examples of documentary videos are cities, buildings, animals, plants, ancient building, and etc. The use of The Videos of National Geographic will certainly encourage and motivate the students and help them to sharpen their reading skills. It can be used as media to enhance students' reading comprehension of description texts.

To overcome the students' difficulties in comprehending a descriptive text, it would be better if the teacher used a medium to help the students comprehend a reading text easier. One of the media is National Geographic Video. It was a medium to visualize the explanation of something or descriptive text with moving pictures and texts to read. Briefly, by using National Geographic Video, the students hopefully would find it easy to improve their motivation and skills

especially reading skill because they would read a descriptive text in a different way.

From the explanations above, the writer conducts a research using *The National Geographic Video* to enhance students' reading comprehension of descriptive texts. The research was held in SMP Negeri 1 Prambanan Sleman.

B. Identification of the Problems

To identify the existing problems, the writer observed the English teaching in SMP Negeri 1 Prambanan Sleman. After did observation, the researcher gained some information about some sources of the problem of teaching and learning reading in the classroom. The writer found that there were four main problems. The aspects that contribute to the students' low performance in reading were classified into four categories.

The first problem was related to the students. The students even did not know how to read a text. They read and translated word by word. The students lacked vocabulary mastery, so that they could not get the main idea of the text quickly. The proof was there were only a few students that could answer the teacher's question. Most of the answers were false. There was no dictionary in the class so that it made the students understand the text hardly. They only guessed the word, but actually, as stated before, the students did not have adequate vocabulary. The motivation of the students was also become the problem. The students were low motivation when learning English. Some of the students liked talking by themselves, sleeping, cracking jokes, and playing game during the

lesson. It also made the other students did not pay their attention fully to the teacher's explanation, so they could not get the material well. The last problem was about the pronunciation. There were some mispronunciations uttered by the students. This thing made the other students difficult to understand the text.

The second problem was about the teacher. The teacher did not pay attention more to reading skill. The teacher often gave some tasks to the students and did not give the tips in reading a text. Beside that, the teacher often translated word by word. It made the students did not practice in finding the main idea. Next, the focus of the teacher was only how to make the students could do the final examination (UAS) well. Beside that, the teachers' domination in the class was too much. He used traditional methods in teaching English, especially reading. It made the students had a few chances to express their feeling and opinion. Lastly, the teacher used Bahasa Indonesia in the classroom too much. The effect of it was could make the students had low motivation of using English.

The third problem was about the method. The teacher used traditional methods. The result was only the teacher was more active in the learning process. Beside that, the teaching technique was LKS based teaching. In the learning process, there were only a few materials that were given by the teacher to the students.

The last problem was about the media. The teacher rarely used the media. He explained the material directly and wrote it in the whiteboard. He also only used a textbook and an LKS. Sometimes, he used power point. These things

made the students bored during the lesson. The students could not focus to the lesson because they felt bored. The students also were not interested in the lesson after 20 minutes. They tried to make other activities like talking by themselves, cracking jokes, playing games and annoying the other students. As we know, junior high school students included teenagers. They needed creativity and some variation in the learning process.

From the problems stated before, it was necessary to find the ways to overcome the problems related to the students, teachers and methods and also to improve the quality of teaching and learning process.

C. Limitation of the Problem

Conducting research covering things stated previously was very hard and a long work to be accomplished by the researcher. In order to make the study feasible to carry out, the researcher need to select some of the problems found in the classroom into more specific ones. Concerning the limitation that the researcher had, the researcher decided to conduct the research focusing only on the effort to improve the reading skill, especially reading descriptive texts of SMP Negeri 1 Prambanan Sleman by using National Geographic videos.

There were two reasons why the *National Geographic documentary video* was chosen as media in reading descriptive texts.

1. Media is important in teaching and learning process. Media can increase the students' interest about the topic. Media also can make students not feel bored. Students can get and absorb the material easily if they feel happy during the

learning process. Learning process can also be more effective if the teacher use appropriate media.

2. National geographic is a suitable video that can be used to improve reading skill. The channel contains documentary and description of something, for example plants, animals, building, town, etc, so it is very suitable to make this for a media in learning process, especially descriptive text.

D. Formulation the Problem

Based on the explanation of the English teaching and learning problems that has been mentioned in the identification of the problems and based on the focus of the study, the problem is formulated as follows. “How can reading comprehension of VIII grade students of SMP N 1 Prambanan Sleman in the academic year of 2013/2014 be improved through National geographic videos?”

E. Objective of the Study

The main objective of this action research was to improve reading comprehension of VIII students of SMP N 1 Prambanan Sleman through the use of National Geographic videos.

F. Significances of the Study

Based on the purposes of the study, the research was expected to be able to give some advantages for the following sides:

1. Theoretically this study provided us with a new understanding about the use of *National Geographic Video* for teaching reading comprehension.
2. Practically this study provided us an alternative way in learning English and also gived a kind of knowledge that could be used as the bases to design the teaching and learning practices.
3. Pedagogically this study would give a valuable contribution to the development of teaching reading.

CHAPTER II

THEORETICAL REVIEW AND CONCEPTUAL FRAMEWORK

This chapter discusses the review of related literature. It includes theoretical review. The theoretical review includes general concept of reading comprehension, teaching reading at junior high school, descriptive text and general concept of media, especially video. Conceptual framework is also discussed at the end of this chapter.

A. Theoretical Review

1. Reading

a. Definition of Reading

Cambridge Advanced Learner's Dictionary defines reading as "the skill or activity to get information from books". Tickou (1995:189) states that reading is a process of looking at and understanding written language. English texts enrich the readers' new vocabularies, structures of English, sentences and knowledge.

Long and Richards (1988:12) state that reading is a receptive language process. It is a psycholinguistic process in which it starts with a linguistic surface representation encoded by a writer and ends with meaning which is the reader construct.

Finnochiaro and Bonomo (1973:119) said that, briefly, reading is meaning to and getting meaning from printed and written material. Linse (2006: 69) also states that reading is a set of skills that involves making sense and deriving meaning from printed word. In order to read, we must be able to decode the printed word and comprehend what we read. While Grabe and Stoller (2002:9) define reading as the ability to draw meaning from the printed page and interpret this information appropriately.

Grabe and Stoller (2002: 13) stated that there are some purposes of reading:

- 1) Reading to search simple information.

Reading to search simple information means the reader scans the text in order to find specific information or a specific word.

- 2) Reading to skim quickly.

In skimming the text, the readers will just have to read the text quickly and guessing where the important information might be.

- 3) Reading to learn from texts.

It typically occurs in academic and professional contexts in which a person needs to learn some information from a text.

- 4) Reading to integrate information writes critique texts.

The reader will have to integrate the mutually supporting or conflicting information from multiple sources.

5) Reading for general comprehension.

This is the basic purpose of reading. The reader seeks information to comprehend the text.

b. Reading Comprehension

Reading is one of the major language skills which has special characteristic from the others. Some linguists gave some definitions of reading that may help us to get clearer descriptions; one of them is stated by Harris and Spay (1980:9), "Reading may be defined as the act of responding with appropriate meaning to print or written verbal symbols". From the statement, we know that the important thing in reading is how we can understand the author's idea. In this regard, Suffer in Petty and Jeasen (1980:207) states:

- 1) Reading is a complex process.
- 2) Reading is a means to get information from the printed page.
- 3) Reading is the ability to pronounce and comprehend the printed words.
- 4) Reading is interpreting signs, letters, or symbols by assigning meaning to them.
- 5) Reading is receiving ideas and impression from an author via the printed page.

The purpose of reading is to connect the ideas on the page to what we already know. If we do not know anything about a subject, then pouring words of text into our mind is like pouring water into our hand. We do not retain much.

From the definition above the researcher concludes that reading is the process of getting the meaning of information, knowledge, and science from printed or electronic media.

2. Teaching Reading at Junior High School

a. Text Types for Junior High School

In teaching reading a teacher gives some texts to his/her students. Shortly defined, texts are organized patterns of spoken or written language (KTSP, 2004:5)

There are five text types taught in Junior High School. In the seventh year, two text types are taught, those are descriptive and procedure. In the eighth year, it consists of four text types that students should achieve in two semesters. In the first semester, the students will be taught descriptive and recount. While in the second semester, the students get recount and narrative.

b. Principles of Teaching Reading

Jeremy Harmer (1998:78) states that there are six principles in teaching reading. Harmer says that these principles can make the students easier in comprehending a text. The principles are :

1) Reading is not passive skill

Reading is an incredibly active occupation. To do it successfully, we have to understand what the words mean, see the pictures the words are painting, understand the arguments, and work out if we agree with

them. If we do not do these things and if students do not do these things then we only just scratch the surface of the text and we quickly forget it.

2) Students need to be engaged with what they are reading

No matter in what lessons, students who are not engaged with the reading text, not actively interested in what they are doing, are less likely to get benefit from it. When they are really fired up by the topic or the task, they get much more from what is in front of them.

3) Students should be encouraged to respond to the content of a reading text, not just to the language

Of course, it is important to study reading texts for the way they use language, the number of paragraphs they contain and how many times they use relative clauses. But the meaning, the message of the text, is just as important and we must give students a chance to respond to that message in some way. It is especially important that they should be allowed to express their feelings about the topic, thus provoking personal engagement with it and the language is also significant.

4) Prediction is a major factor in reading

When we read texts in our own language, we frequently have a good idea of the content before we actually read. Book covers give us a hint of what is in the book, photographs and headlines hint at what articles are about and reports look like reports before we read a single word.

The moment we get this hint the book cover, the headline, the words are processed in our brains so that it makes us starts predicting what we are going to read. Expectations are set up and the active process of reading is ready to begin. Teachers should give students hints so that they can predict what is coming too. It will make them better and more engaged to reading.

5) Match the tasks to the topic

We could give the students Hamlet's famous soliloquy 'to be or not to be' and ask them to say how many times the infinitive is used. We could give them a restaurant menu and ask them to list the ingredients alphabetically. There might be reasons for both tasks, although on the surface, they look a bit silly. We will probably be more interested in what Hamlet means and what the menu foods actually are.

Once a decision has been taken about what reading text the students are going to read, we need to choose good reading tasks, the right kind of questions, engaging and useful puzzles, etc. The most interesting text can be undermined by asking boring and inappropriate questions; the most commonplace passage can be made really exciting with imaginative and challenging tasks.

6) Good teachers exploit reading tests to the full

Any reading text is full of sentences, words, ideas, descriptions, etc. it does not merely mean to get students to read it and then drop it to

move on to something else. Good teachers integrate the reading texts into interesting class sequences, using the topic for discussion and further tasks, using the language for study and later activation.

From the statement from Jeremy Harmer, the writer can assume that the teacher must be creative in teaching reading. The teacher must be able to help the students have high motivation to study and express their feeling. Using video as media is one of the ways to reach the principles.

c. Micro skills and Macro skills for Reading

There are many ways to read a text. Based on the skill, reading can be divided into two skills. They are micro skills and macro skills of reading. According to Brown (2004:187), the micro skills and macro skills of reading are:

1) Micro skills

- a) Discriminate the distinctive graphemes and orthographic patterns of English.
- b) Retain chunks of language of different lengths in short-term memory.
- c) Process writing at an efficient rate of speed to suit the purpose.
- d) Recognize a core of words, and interpret word order patterns and their significance.
- e) Recognize grammatical word classes (nouns, verbs, etc), system (e.g., tense, agreement, pluralization), patterns, rules, and elliptical forms.

- f) Recognize that a particular meaning may be expressed in different grammatical form.
- g) Recognize cohesive devices in written discourse and their role in signaling the relationship between and among classes.

2) Macro skills

- a) Recognize the rhetorical forms of written discourse and their significance for interpretation.
- b) Recognize the communicative function of written text, according to form and purpose.
- c) Infer context that is not explicit by using background knowledge.
- d) From described events, ideas, etc., infer links and connections between events, deduce cause and effect, and detect such relations as main idea, supporting idea, new information, generalization, and exemplification.
- e) Distinguish between literal and implied meanings.
- f) Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.
- g) Develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.

The micro skills that were used in the research were the same with the standard of competence and basic competence.

Table 1, micro skills that were used in the teaching learning process

Micro skill	Standard of competence and basic competence
<ul style="list-style-type: none"> - Discriminate among the distinctive graphemes and orthographic patterns of English. - Recognize a core of words, and interpret word order patterns and their significance. - Recognize grammatical word classes (nouns, verbs, etc), system (e.g., tense, agreement, pluralization), patterns, rules, and elliptical forms. 	<ul style="list-style-type: none"> - <i>Memahami makna teks tulis fungsional dan esei pendek sangat sederhana berbentuk descriptive berkaitan dengan lingkungan terdekat</i> - <i>Membaca nyaring bermakna teks tulis fungsional dan esei berbentuk descriptive dan recount pendek dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar</i> - <i>Merespon makna dalam langkah retorika secara akurat, lancar dan berterima dalam esei sangat sederhana yang berkaitan dengan lingkungan terdekat dalam teks berbentuk descriptive</i>

d. Models of Reading Processes

There are some ways to process texts. People often use mixed style to process texts. Neuttall (1982 : 16) says that in processing reading, there are two

approaches. They are bottom up and top down reading. They are both used whenever people read. People also use the processes unconsciously but both can be adopted as conscious strategies by the readers approaching difficult texts.

1) Bottom Up

In bottom up processing, the readers have to recognize linguistic signals such as letters, morphemes, syllables , words, phrases, grammatical cues, discourse makers and impose them with their linguistic data-processing mechanism (Brown, 2001 : 299). In other words, readers get the meaning of the texts starting from the smallest elements to achieve comprehension of what is being read (Anderson in Nunan, 2003). Intensive reading includes this process. Nuttall (1982 : 16) compares this approach to an eagle's eye view of the landscape.

2) Top Down

In Top down reading requires readers to make use their background knowledge to make prediction and inference in order to understand the reading texts (Goodman 1970 in Brown 2001). The process is the opposite of bottom up reading. Readers start with the largest element and work down into smallest element to build comprehension of what is being read (Anderson in Nunan, 2003 : 71). Extensive reading includes this process of reading. Nuttall (1982:17) compares the process to a scientist with a magnifying glass examining the ecology transect.

3) Interactive Process

This model is the fusion between elements of bottom-up and top-down model. Murtagh (1989, in Nunan 2003) considers this combination as the best

model. It effectively connects important aspects of bottom-up and top down processes. In comprehending the texts, readers have to consider the essential elements of linguistic signals in the texts and use their background knowledge to create a strong concept of what is being read in their minds. This model also encourages readers to be more conscious of the strategies in comprehending the texts. Intensive and extensive reading is able to be used in this reading process (Grabe and Stoller, 2011 : 26)

e. Ways of Reading

People often read in distinctly different ways for different purposes. Sometimes, we do preliminary and exploratory reading rather than reading whole texts thoroughly. Davies (2000 : 91) states that there are two ways of reading. The first one is scanning reading. When scanning a text, the reader looks quickly through it to find some specific information. The examples are looking through a telephone directory for specific number, a sport article for the result of a specific soccer game, or a textbook for the mention of a specific topic. The second one is skimming text. When skimming a text, the reader looks quickly through a text just to get a general idea of what it is about, or in other word, the gist.

The Input hypothesis is Krashen's attempt to explain how the learner acquires a second language. In other words, this hypothesis is Krashen's explanation of how second language acquisition takes place. So, the Input hypothesis is only concerned with 'acquisition', not 'learning'. According to this hypothesis, the learner improves and progresses along the 'natural order' when

he/she receives second language 'input' that is one step beyond his/her current stage of linguistic competence. For example, if a learner is at a stage 'n', then acquisition takes place when he/she is exposed to 'Comprehensible Input' that belongs to level 'n + 1'. Since not all of the learners can be at the same level of linguistic competence at the same time, Krashen suggests that natural communicative input is the key to designing a syllabus, ensuring in this way that each learner will receive some 'n + 1' input that is appropriate for his/her current stage of linguistic competence. (Krashen, 1985 : 2)

3. Descriptive Text

Descriptive text is a part of factual genres. Its social function is to describe a particular person, place or thing. Cowan (1983: 148) states that descriptive presents the appearance of things that occupy space, whether they are object, people, buildings, or cities. The purpose of descriptive is to convey to the reader what something looks like. It attempts to gain a picture with words. Anderson & Anderson (2003: 26) add that descriptive text is different from information reports because they described a specific subject rather than general group.

Meanwhile, Gerot and Wignell (1994: 208) add that descriptive text's social function is to describe a particular person, place and thing.

The generic structure of descriptive text consists of:

- 1) Identification: identifies phenomenon to be described.
- 2) Description: describes parts, qualities, characteristics.

Description has four significant lexico-grammatical features:

1) Focus of specific participants.

In the descriptive text, the participant involved in the text are described in detail and in order of sequence.

2) Use of attributive and identifying process

This means that in a descriptive text, in order to describe something, it has to be done through the identification process of what to be described including the sequence time.

3) Frequent and use of Epithets and classifiers in nominal groups.

Epithet is used to overcome the words used. Epithet is a term used to characterize someone or something. i.e. rather than saying rebellion in descriptive text, it can be replaced with communist. Therefore, the word communist in this case is ephitet.

4) Use of Simple Present Tense

The tense used in a descriptive text is simple present tense with the use of third person singular pronoun.

Briefly, descriptive text is a text that describes something. In teaching learning descriptive text learning, the teacher usually uses something like picture, doll, animal, etc. The descriptive text has generic structure and language feature.

From the definitions above, the researcher can conclude that descriptive text is a text that contains some features or characteristics of something using adjective

words that have a function to describe an object to make the reader watch the object by reading it.

4. Media

a. The General Concept of Media

Media is very important in learning and teaching process. Like Harmer stated in his principles, media can be used in teaching learning process to help students understand the lesson efficiently. Media can attract the students' attention more because it can amuse the students during the lesson. As stated by Brown " (1977: 23), "Media are tools or physical things used by the teacher to facilitate the instructions. The use of many kinds of media is needed to achieve the purpose of teaching and learning process. According to Harmer (2001: 134)"as a language teacher, we use variety of teaching aids to explain language meaning and construction, engage students in topic or as the basis of a whole activity". Therefore, teacher should provide some assistances to support the material given.

There are some functions of media to improve student's motivation in the teaching and learning process. Based on Celce-Murcia's (2001:460) statement, media help teacher to motivate students by bringing a 'slice of real life' into the classroom and by presenting language in its more complete communicative context. By using media, teaching material will be meaningful so it can be understood by the students.

Murcia (2001:46) also states the rational for using media in the language classroom, they are:

- 1) Media serve as an important motivator in the language teaching process.
- 2) Media create a contextualized situation within which language items are presented and practiced.
- 3) Media can lend authenticity to the classroom situation, reinforcing students the direct relation between the language in the classroom and the outside world.
- 4) Media provide us a way of addressing the needs of both visual and auditory learners.
- 5) By bringing media into the classroom, teachers can expose their students to multiple input sources. Thus, while decreasing the risk of the students becoming dependent on their teachers' dialect or idiolect, they can also enrich their language experiences.
- 6) Media can help students call up existing schemata and therefore maximize their use of prior background knowledge in the language learning process.
- 7) Media provide teacher with a means of presenting material in a time-efficient and compact manner, and stimulating students' senses, thereby helping them to process information more readily.

According to Celce-Murcia (2001: 460), "media assist teachers in their jobs, bringing the outside world into classroom and, in short, making the task of language learning a more meaningful and exciting one". Media are needed to achieve the purpose of teaching and learning process. By using media, the

teaching and learning process will be more meaningful and exciting. Students will enjoy the learning because the teaching and learning process is not monotonous. Furthermore, teacher delivers the learning material easily because it is meaningful and understandable.

Based on Celce-Murcia's statements, using media can influence students' input in the teaching and learning process. It helps students in understanding the learning material. Media can maximize students' use of prior background knowledge in the language learning process. Students can process the information readily. They can also enrich their language experiences.

By using media, the teaching and learning process will be more interesting and the teaching material will be meaningful. It not only helps the students in understanding the material, but also helps the teachers in preparing and delivering the material.

There are some variations of media. The teacher can choose the type of media based on the materials, the students, and the condition of the classroom. Kemp (1985:36-40) says that media can be classified into eight broad groups, in order to increase technical sophistication. These groups are:

- 1) Printed media

A number of material prepared on paper, may serve in instructional or informational purpose. They are classified as printed media and consist of three groups: learning aids like guide sheet, training material like handout, informational material like brochures, newsletters, and annual report.

2) Display media

Most display media are designed to be used by an instructor as information, which is presented in front of small class or audience. This category includes chalkboard, flip chart, cloth board and also bulletin.

3) Overhead transparencies

Transparencies are popular form of instructional media. The use of large transparencies is supported by the development of small, lightweight, efficient overhead projectors combined with simple techniques for preparing transparencies and by the dramatic effectiveness of medium.

4) Audio tape recording

Audio materials are an economical way to provide certain type or international or instructional content.

5) Slide series and film strips

Slides are form of projected media, which are easy to prepare. They frequently serve as the starting effort in a media production program.

6) Multi- image presentation

Combination of visual materials can be effective when they are used for specific purpose.

7) Video recording and motion picture films

Video and film are both 'media and motion'. They should be considered to be used whenever motion is inherent in a subject, or when it is necessary to

communicate and understand an instructional media for relating one idea to another.

8) Computer based instruction

Computer based instruction refers to any application of computer to present information, to tutor a learner, to provide practice for developing skill, to stimulate a process which is being studied, and to manipulate data to solve the problems.

From the type of media explained above, teachers can understand well the type of media so they can select media which are appropriate to be used in the teaching and learning process. It influences the process of delivering the learning material. By using the appropriate media, teacher can deliver the learning material properly and the purpose of the teaching and learning will be achieved.

b. Video as Media

1) The power of video recordings in a language class

Video is one of the most favorite media that are used in the classroom, but as Loneran (1992) says, it is not a new methodology. Maybe one of the main effects of video is that by generating interest and motivation, the video or films can create certain environment for successful learning. There are many ways in using video in teaching and learning process. Hollinger (2007) broadly categorizes them as follows (in Mirhassani, 2003):

- a) Video recordings of language teaching broadcasts and films.
- b) Video recordings of domestic television broadcasts, such as comedy programs and news programs.
- c) Video recordings of specialist films and television programs, such as documentaries produced by industry or education programs.
- d) Video language teaching materials made for the classroom rather than for public transmission as broadcasts.

There are three basic types of video which can readily be used in class: off- air programs, real-world videos, and language learning videos (Harmer, 2001).

Off-air programs: programs recorded from a television channel should be engaging for our students, and of a sensible length. We have to consider their comprehensibility too. Apart from overall language level, some off-air videos are also extremely difficult for the students to understand, especially where particularly marked accents are used or where there is a high preponderance of slang or regional vernacular. The best programs and excerpts are ones which we can use for a range of activities including prediction, cross-cultural awareness, teaching language, or as spurs for the students' own creativity.

Real-world video: there is no reason of why we and our students should not use separately published videotape material such as feature films, exercise manuals, wildlife documentaries or comedy provided it there are no copyright restrictions for doing this. Once again we need to make our choice based on how engaging

and comprehensible the extract is likely to be, and whether it has multi-use potential or not. We need to judge the length of the extract in the same way too.

Language learning videos: many publishers now produce free-standing language learning videos-or videos to accompany course books. Frequently these videos have been made to accompany or complete workbooks.

1) Video as part of a lesson

According to Harmer (2001), we can use a video extract as one component in a longer lesson sequence, whether to illustrate the topic we are working on, to highlight language points, or to settle a class after a noisy activity.

Topic: we will often be able to introduce a short two-or three minute video extract into a lesson devoted to a particular topic. If students are working on a reading text about genetically modified food and animals, for example, we might show a quick interview clip with a government minister, or a quick burst of a news bulletin about campaigners against genetic modification.

Language: when a class is working on an area of language, whether grammatical, functional, lexical-or a mixture of all three-the lesson can be greatly enhanced by video extract which shows that language in operation. Video extracts can be used to introduce new language, practice already known items, or analyze the language used in certain typical exchanges and genres.

Relaxation: video can occasionally be used for relaxation, but this use must not be overdone since, as we have said, we usually need to make it an active process. However, we might show/play a music video at the end of a long lesson

or show a quick bit of video film about a place or a person as a bridge between, for example, a noisy activity and a quiet one.

c. National Geographic Documentary Video as Media

National geographic is a famous institute that is located in United States of America. At the first time, the form is magazine. In the 1964, it launched the television program form. In the 2001, it launched National Geographic Channel. Because of the channel contained the documentary and description of something, for example plants, animals, building, town, and etc., the use of *National Geographic video* as a media in enhancing students' reading comprehension is actually meant to motivate students in getting the content or the main idea because by watching video it will attract the students more. Without any media, when the teacher asks the students to read the textbook only, they will be bored because it's monotonous. By using *National geographic video* as the learning media the students can acquire vocabularies, grammatical structures, and idiomatic expressions of the target language. It can help students especially to enhance students' mastery in reading description text. Besides, the use of video can attract the students' attention more than the use manual technique.

National geographic video can be interesting to watch and can make the class do discussion, as well as increase students' cultural awareness. In addition, using national geographic video is very cheap. Furthermore, by using *National Geographic* as the learning media, the students will have language experiences.

Media can improve the learning process. Media can help the process run smoothly and can make the learning process more efficient. Interesting media can make the students more understand the lesson and can attract the students' attention. Interesting media can motivate the students to learn better. As a result, the students can understand the lesson better.

5. Motivation

Motivation took crucial role in learning English. Students who have good motivation will receive the material better than low motivated students. This thing happens because students who have high motivation in learning English will give their focus more in the learning process. Harmer (2002:51) asserts that motivation is some kind of interval drive which pushes someone to do things in order to achieve something. Meanwhile, Brown (2000:72) explains that motivation is the extent to which you make choices about : goals to pursue and the effort you will devote to that pursuit. Pintrich in Arends also says that motivation comes from the latin verb *movore* and refers to what gets individual moving toward particular activities and tasks.

There are two kinds of motivation. The first one is intrinsic motivation. Brown (2000:76) states that intrinsically motivated activities are ones for which there is no apparent reward except the activity itself. Intrinsically motivated behaviors are aimed at bringing about certain initially rewarding consequences, namely, feelings of competence and self determination. Harmer (2002:51) also insists that intrinsic motivation comes from within the individual. Thus, a person

might be motivated by the enjoyment of the learning process itself or by a desire to make himself feel better. Arends (2009:140) informs that intrinsic motivation is behavior that is sparked internally by one's own interest / curiosity / just for the pure enjoyment of an experience.

The second one is extrinsic motivation. Harmer (2002:51) explains that extrinsic motivation is caused by any number of outside factors, for example the need to pass an exam, the hope of financial reward, or possibility of future level. In line with this, Arends (2009:140) argues that extrinsic motivation kicks in when individuals are influenced to action from external or environmental factors, such as rewards, punishments, social pressures. In addition, Brown (2000:76) states that extrinsically motivated behaviors are carried out in anticipation of a reward from outside and beyond the self. Typical extrinsic rewards are money, prizes, grades, and even certain types of positive feedback.

Form the explanation above, the researcher can conclude that motivation has main role in learning process. Motivation is something that makes someone reaches his goal enthusiastically. Motivation makes someone possesses more spirit to reach his goal.

B. Related Studies

The use of media in teaching reading is interesting. It can attract students' attention in learning reading. There are some studies related to the use of media in the teaching reading. These are the descriptions of some previous studies dealing with the use of media in teaching reading as follows:

First, Vincent H. K. Hung (2005) conducted research entitled “*Video as a learning tool: An off-campus experience in learning with media technology.*” He investigated the implementation of digital video in teaching of English and showed the students’ motivation and achievement of improvement in learning English. By using videos, the students can easily visualize and comprehend the passages, besides along with the learning media which help the students express their idea.

Second, Hobbs (2001) conducted research entitled “*Improving Reading Comprehension by Using Media Literacy Activities.*” He used media in teaching reading activities. The media are web sites, television, programs, magazines, newspapers, and even music. He introduced a strategy to improve students reading comprehension; it was the use of activities which employed media. It could help the students to comprehend the news item texts and also helped them to master the reading comprehension. Furthermore, it can be an interesting and appropriate media to improve students’ reading comprehension.

Third, Rosyita (2012) conducted research entitled “*Using Blog as a Medium in Teaching Reading Descriptive Text (An experimental research of seventh year students of SMPN 3 Pati in the academic year 2011/2012).*” She investigated the effectiveness of using blog as a medium of teaching reading descriptive text. Based on the result of Rosyita’s research, blog is an effective medium to be employed in teaching reading descriptive text. It makes the reading and learning

activity more enjoyable and interesting. In addition, blog succeeded making the students enrich and explore their information by watching some pictorial cues.

Based on the three researches above, the writer concludes that teacher should make innovative teaching such as using media in reading class. It is very interesting and attractive and it can also make the students enjoy the learning process especially in reading class. It also motivates the researcher to conduct the research which is dealing with using media in teaching reading, focusing on the influence of *National Geographic Videos* on students' reading comprehension of descriptive texts.

C. Conceptual Framework

Reading is the most important aspect in learning English. We get instructions and knowledge in learning English by reading some literatures. Reading textbooks is the source of learning a science. We do not know how to write and pronounce in English language without reading the guidebook. Thus, we have to make sure that teaching reading in school must be held perfectly. Unfortunately, the students of SMP Negeri 1 Prambanan Sleman Grade VIII have some problems related to reading skill. They are also low motivated in learning reading. There are several factors which influence the students' achievement in the reading comprehension, such as their focus and motivation. Therefore, the students need a proper reading strategy for it. The impact that is they could not be focus during the lesson, and it leads to the fact that their reading comprehension is

still low. The theoretical review presented above leads the writer to assume that the students have some difficulties in mastering the reading comprehension.

The use of national geographic video can make the teaching reading activity more attractive and it can make students have higher motivation in the learning process. The video can solve the students' bad feeling in the classroom like boredom, difficulties to be focus, and uninterested in the material. In addition, using national geographic video is proper for the difficult materials as descriptive texts. Therefore, the employment of National Geographic videos can be a good solution for the teachers to improve students' reading comprehension especially reading descriptive text.

CHAPTER III

RESEARCH METHODS

This chapter consists four subchapters. It covers research design, research setting, procedure of data collection, and research procedure.

A. Research Design

The research was categorized as classroom action research. It is a powerful tool for changing and improving at the local level (Cohen et al., 2000:226). In addition, Carr and Kemis 1986 (in McNiff, 1988: 2) state that a classroom action research is a form of self-reflective enquiry undertaken by participants (teachers, students or principals, for example) in social (including educational) situations in order to improve the rationality and justice of (a) their own social or educational practices, (b) their understanding of these practices, and (c) the situations in which the practices are carried out. (Carr and Kemis 1986 (in McNiff, 1988: 2). Meanwhile, Hamilton (1997: 3) states that action research is a process of systematic inquiry into a self-identified teaching or learning problem to understand its complex dynamics better and to develop strategies geared towards the problem's improvement.

In this study, the action research process which has been developed by Stephen Kemmis (1990) was used. It describes the process of action research as a series of cycling activities which consists of planning, acting, observing

and reflecting. We cannot separate each of them because they are interrelated to each other.

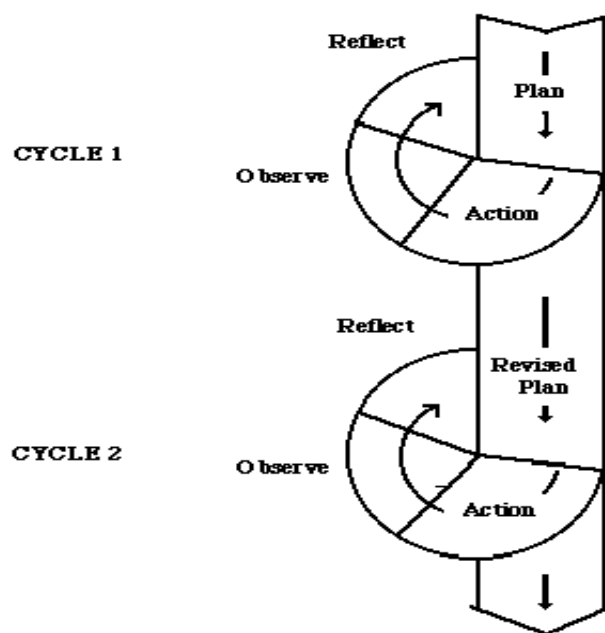


Figure 1: Simple Action Research Model by Kemmis and McTaggart

B. Research Setting

The research was conducted at SMP Negeri 1 Prambanan Sleman which is located at Jalan Prambanan Piyungan Km 9 Prambanan. The building was good enough. There were twelve classes consisted of four VII classes, four VIII classes and four IX classes. The facilities were quite complete to study English. There were an English laboratory, a science laboratory, an electronics laboratory and a computer laboratory. There were also twelve classes consists of four VII classes, four VIII classes and four IX classes. There were two teachers who teach English there, Mr. Usman and Mr. Heru.

The researcher chose the students of the eighth grade as the research subject because descriptive texts were taught at the eighth grade based on the national curriculum. Subject of the research involved school principal, English teacher, the collaborator and the students of SMP Negeri 1 Prambanan Grade VIII Class A. In the action stage, the subject of the research was in collaboration with collaborator and students. Moreover, based on the observation, the class had many problems in relation to the teaching and learning reading comprehension that were necessary to be solved.

The researcher conducted the action research in the second semester of the 2013/2014 academic year. The observation began in September 24, 2013. The action was conducted in two cycles starting from January 24, 2014 to February 7, 2014. Because of the limited time given by the school and the business of the school in preparing the twelfth grade students to face the final examination, each cycle only consisted of two meetings. The first cycle was conducted on Friday, January 24, 2014 and Thursday, January 30, 2014. Meanwhile, the second cycle was conducted on Thursday, February 6, 2014 and Friday, February 7, 2014.

C. Procedure of Data Collection

The data of this research were qualitative and quantitative in nature. The qualitative data were collected through interviewing English teacher, the collaborator, interviewing the students of VIII A, and observing teaching and learning process. Meanwhile, the quantitative data were collected through conducting pre-test and post-test of students' reading comprehension ability.

1. Types of the data

The data of this research were qualitative and quantitative in nature. The qualitative data were collected through interviewing the teacher, interviewing the collaborator, interviewing the students of VIII A, and observed the teaching and learning process by making field notes. Meanwhile, the quantitative data were collected through conducting pre – test and post test of students' reading comprehension ability.

2. Data Collection Techniques

a. Interviewing the English teacher, collaborator and students

In the research, the researcher interviewed the English teacher. It was done to gather the information of the students' behavior in reading class. He used the result of the interview as the primary data for conducting the action stage. In addition, he got the teacher's perspective from the interview.

The researcher also interviewed the students. The researcher interviewed them in the end of the first and second cycle. It was conducted to know the students' perspective about the implementation of the use National geographic videos as media in reading descriptive text.

b. Observing teaching and learning process

The observation was recorded in the field notes. Field notes are descriptions and accounts of observed events, including non verbal information, physical setting, group structures, and interactions between participants. The notes were made based on the activities on the lesson plan. In

writing field notes, the writer was helped by the collaborator. It ran in every meeting.

c. Testing the students' reading comprehension

Tests were used to measure the students' reading comprehension achievement, and administered two times; namely, the pre-test and post-test. In this case, the pre-test was used to see the student's reading comprehension skill before the treatment, while the post-test was used to see the students' reading comprehension mastery after the treatment.

d. Filling an observation checklist form

The researcher asked the collaborator to observe teaching and learning process by giving score in every aspect. The aspects included in the teacher observation form were preparing of the lesson, teaching method, giving motivation and confidence, and managing the classroom.

e. Taking photographs

The researcher took photographs to provide visual resource of classroom activities.

f. Collecting documents

The researcher collected the sample of students' works as documents. Documents were used to provide information which is relevant to the problem under investigation.

The researcher also did some observations when teaching using National Geographic Videos to find out the students' motivation improvement in reading comprehension, especially descriptive texts.

Table 2 : the data collection criteria

No	Data	Instruments	Techniques
1	Students' performance	Pre-test Post-test Reading rubric	Test Observation
2	Teaching and learning process	Observation guide Field note Camera	Observation
3	Students' and teachers' perception	Observation sheet Interview guide Hand phone Camera	Observation Interview

3. Instruments of Data Collection

The instruments to collect the qualitative data were: a hand phone, in depth interviews, notes, and a photo camera. The data were in the form of audio records, interview transcripts, field notes and photographs of teaching and learning process.

Meanwhile, the instruments to collect the quantitative data were pre-test and post-test result. The data were in the form of students' reading

comprehension scores. The pre-test and post-test questions could be seen in the appendix. The questions covered the following items:

Table 3 : the criteria of the questions of the test

No	Criterion	Number
1	Finding the topic of the text.	1,6,11,18
2	Finding the important information stated in the text.	2,3,4,7,8,9,12,19,22,23,24,26,27,28,29
3	Finding the intrinsic information in the text	5,13,14,15,16,20,25
4	Finding the synonym and antonym of particular words.	10,30
5	Identifying the grammars that are related to the texts	17,21

4. Technique of Data Analysis

Data which have been collected need to be analyzed before they arrive at the result and conclusions of the research. The process of data analysis which was conducted by the researcher was qualitative and quantitative methods.

a. Qualitative methods

To analyze qualitative data, the researcher did three steps. The three steps are data reduction, data display, and conclusion (Miles and Huberman,1994:10). Firstly, the researcher selected, focused, simplified, and transformed the data, such as interview transcripts, field note, observation checklist form, and students' work. Then, the researcher sharpened, sorted, focused, and organized the data to get final conclusion.

Secondly, the researcher organized the data in order to draw conclusion and get action easily. Thirdly, the researcher drew conclusion from the data display and could know the progress of implementation.

b. Quantitative methods

The quantitative data were in the form of students' pre-test and post test score. The researcher compared the students' pre-test and post test score by using the t-test to know whether or not there was significance difference in the pre-test and post test score. The data could be seen from the students' mean score before and after they got the treatment.

5. Validity and Reliability of the Research

To fulfill the validity of the research, the researcher followed five criteria proposed by Anderson in Burns (1999:161-162):

a. Democratic validity

Democratic validity which is related to the extent to which the researcher is truly collaborative and allows for inclusion of multiple voices. In this research, the researcher worked collaboratively with the research members, namely the English teacher and the students to determine the feasible problems and find some actions that would be implemented. They gave opinion, ideas, suggestion, and comment about the research.

In this research the researcher examined and investigated the progress of the class with the collaborator and sometimes the teacher too. In the process of observing the students, the researcher got some

suggestions and guidance from the collaborator and the teacher. In producing learning material and selecting the video, the researcher was also helped by the collaborator.

b. Process validity

Process validity raises questions about the process of conducting research. The researcher examined the data and identified whether the students were able to go on learning from the process. It was supported by some data sources which showed that the process was valid.

In this research, the researcher and the collaborator observed the progress of the students and made sure that the students could follow the lesson well. The researcher also gave the students some tasks that could measure the students' ability.

c. Outcome validity

Outcome validity is related to the notion of actions leading to outcome that are "successful" within the research context. The researcher tried to get outcome validity by looking at the result of the actions. The researcher observed the success and the failure of the implementation of the actions. The research could be said to be successful if there were some improvements in the students' reading ability.

d. Catalytic validity

Catalytic validity is related to the extent to which the research allows participant to deepen their understanding of the social realities of the context and how they can make changes in the teachers' and the

students' understanding of their actions taken as a result of these changes, or by monitoring other participants' perception of problems in the research setting. In this research, the researcher identified the changes which occurred during and after the actions are done.

e. Dialogic validity

Dialogic validity is the process of peer review which is commonly used in academic research. After conducting some actions, the researcher collaborated with the English teacher and collaborator to review the value of the actions.

6. Validity of the test

To make the test give appropriate, meaningful, and useful result in terms of purpose, the researcher used test validity. According to Brown (2003:22) there is a validity of the test that should be used by the researcher. The name is content-related evidence.

The tests must be the samples of subject matter about which conclusions are drawn, and it requires test taker perform the behavior that is being measured. In this research the researcher made the task of pre-test and post-test based on the curriculum standard, that is SK and KD. Based on the curriculum 2006, the students have to understand and comprehend short functional texts in the form of descriptive texts. The students also have to respond the texts based on their environments. In this research, the researcher used the elements of reading comprehension. The elements are finding the topic of the texts, finding the important information stated in the texts, finding the intrinsic information in the

text, finding the synonym and antonym of particular words and identify the grammars related to the texts.

7. Reliability of the research

Meanwhile, to assess the reliability of the data, the researcher involved more than one source of data, namely the researcher, English teacher, and students. Besides, to obtain the trustworthiness, the researcher used triangulations that were proposed by Burn (1999:163):

- a. Time triangulation: the data are collected at one point in time or over a period of time to get sense of what factors are involved in the process of changes.
- b. Space triangulation: the data are collected across different subgroups of people, to avoid the imitation of studies being conducted within one group.
- c. Investigation triangulation: more than one observer is involved in the same research setting to avoid observer being biased and to provide checks on the reliability of the observation.

In addition, there is methodological triangulation which was proposed by Bachri (2010). It explains that a research used more than one technique of collecting data to get a valid result.

D. Research Procedure

1. Determining the thematic concern - Reconnaissance

The researcher took the reconnaissance step to find out information concerning with students' reading comprehension mastery. Based on the interview and observation in SMP N 1 Prambanan Sleman, the researcher found and identified the existing problems. Then, he determined the thematic concern.

The problems were obtained from the information of the English teacher and the students. After the problems were identified, they were grouped based on the possibilities to be overcome. In grouping, the research members considered the scale of priorities in solving the problems.

Based on the observation of the teaching learning reading in SMP N 1 Prambanan Sleman and the interviews with English teacher, the researcher found some problems as follows:

- a. The students had low motivation when the teacher was presenting an English text. They seemingly felt frustrated when they were asked to read and understand an English text.
- b. The students had difficulties in comprehending English text.
- c. The students were not focus during the lesson
- d. Students had low vocabularies.
- e. The teacher rarely used interesting media in the class as finding and creating interesting teaching media were difficult and expensive. Thus, teaching reading in SMP N 1 Prambanan Sleman only depended on the course book and it made teaching and learning process became monotonous.

2. Planning

After the researcher identified the problems, he made some plannings to choose the actions that were feasible to be implemented in the field. In planning the action, the researcher worked together with the English teacher of class VIII A. Both the researcher and the English teacher discussed the possibility and the scale of priorities of the implementation. Those action plans were explained as follows:

a. Pre-test (to measure students' reading comprehension)

In conducting a pre – test, the researcher presented a set of multiple choice questions which were able to measure students' ability in comprehending English texts. The students were provided with some English texts with some questions following the text.

b. Making lesson plan and consulting it with the teacher

In this research, the researcher was a practitioner. The researcher applied the selected action by himself. Before applying the action, the researcher made a lesson plan based on English syllabus for grade VIII students. After the lesson plan was ready, the researcher consulted it with the English teacher of the class. Some suggestions and additional information from the teacher were used by the researcher to develop the lesson plan. After the lesson plan was agreed by the teacher, it was ready to use.

c. Making and preparing media

In this research the media were used in the learning process. The researcher looked for and selected the videos.

3. Action and Observation

Moment of action is an act to implement the plan. In this step, the researcher acted as the teacher and the collaborator became the observer. The researcher implemented the plan of the actions in two cycles. Each cycle was conducted in two meetings. The topics used were closely related to the students' daily life. The videos were about Jakarta, elephant, Keraton Ratu Boko and Hong Kong. The activities given were arranged from the easier to the more difficult ones in order to make the students have confidence to accomplish each tasks.

Next, to get some opinions from the observer and students, the researcher conducted observation. As stated by Burns (1999: 80), observation is a process of observing the effects of the action in the context in which it occurs. In this step, the researcher asked for help to the English teacher to observe and record the class activities. Therefore, data collection techniques which were used in this study were filling an observation checklist form, observing teaching and learning process in the form of field notes, and taking photograph.

Moreover, to get other data, the researcher interviewed the students at the end of the cycle. Then, at the end of Cycle II, he administered post-test. Next, to get information which is relevant to the problem under investigation, the researcher collected some documents, such as lesson plans and some samples of the students' work.

To assess the process validity, the researcher examined the data and investigated whether the students were able to achieve successful learning from the process. It was supported by some data sources that showed that the process was valid. Then, to get the catalytic validity, the researcher gave chance to the collaborator, the English teacher and the students to give their comments about the research.

4. Reflection

After the researcher conducted the actions, he and the collaborator conducted reflection. All members of the research discussed several circumstances concerning with the actions. It was important to be conducted to find out whether the actions were successful or not. If the actions carried out were successful, the researcher would continue to implement them by giving other components of reading to the students. Conversely, if the actions were not successful, the researcher would try to find the suitable actions to improve students' reading ability. This was to assess outcome validity. Meanwhile, to assess dialogic validity, the researcher collaborated with the collaborator to review the value of the actions.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter reveals the findings and discussion which refer to the efforts to improve students' reading comprehension ability through National geographic video. These are presented in three headings: reconnaissance, the implementation of the actions and discussions, and the result of pretest and posttest of students' reading comprehension.

A. Reconnaissance

The research began with finding problems in the field. Interviews with the English teacher and students were conducted to gain information about the problems of teaching and learning reading. Besides conducting the interviews, the researcher also observed the situation of the English teaching and learning process in class VIIIA of SMP Negeri 1 Prambanan Sleman. This class observation was held on January 17th, 2014. At that time the reseracher also conducted interview with some students and the English teacher to gain information about the problems in teaching learning reading. The description of the English teaching and learning process situation can be seen in the vignette below.

Date : January 17th, 2014

Place : Class VIII A

The R arrived at the school at 08.30 and waited. Mr. Usman finished his lesson. At 09.00 am, it was breaking time and the R met Mr. Usman. After getting his permission, the R went to the classroom to do the interview. At 9.15 the class was started again.

At first, the teacher went to the class and sat in the teacher's chair. Some students still made the class noisy. After the class began to silence, the teacher started his lesson. Firstly, he reviewed the previous lesson. The material was about making a sentence using past continuous tense. The lesson had been started but there were still some students chatting with their friends. The teacher used "English in Focus" book as the course book. The teacher also used the pictures from the book as media. The teacher gave the students an assignment to make a sentence using past continuous tense. The teacher asked the students to make a sentence using the word 'teaching'. There was a student who answered with "I am teaching English." The teacher looked and waited for another answer. There was no student that could answer correctly. The teacher finally gave the right answer "I was teaching English." The teacher gave a lesson about grammar. That was how to make sentences with past continuous tense. There were still many students who did not know how to make a sentence using past continuous tense. When the teacher gave the explanation, there was a student who was chatting with their friends again. Then the teacher warned him to be quiet or the teacher would bring him to the counseling room. The teacher felt disappointed to him because he was a good boy, and then he spontaneously answered "*Fajar badannya small pak.*" All of the students laughed. After the class was already quiet, the teacher started to begin the lesson again. Next, the teacher allowed the students to make a sentence using other words like calendar, ballpoint, and t-shirt. Not all of the students answered the teacher's questions.

After the time was up, the teacher asked the students whether there was any question or not. After that, the teacher closed the lesson and said goodbye to the students.

In addition to conducting class observation and interviews with some students, the researcher also conducted pre-test to measure the students' ability in

comprehending English texts. In conducting a pre - test, the researcher presented some texts followed by some multiple choice questions. The students were asked to do the test individually. The pre – test score of students’ reading comprehension can be seen in the Appendix D.

1. Identification of Field Problems

Considering the results of interviews, class observation, and pre test score, the researcher made a list of problems faced by the students in comprehending English text. The list is presented in the following table.

Table 4: Field Problems in the English Teaching and Learning Process of the VIII A Grades of SMP N 1 Prambanan Sleman

No	Field Problems	Code
1	The students made a lot of noise.	S
2	The students were not interested in the way the teacher taught.	TT
3	Students found difficulties in comprehending English texts.	S
4	Translating each sentence in the text was the activity mostly done in understanding an English text.	TT
5	Students had low vocabulary mastery.	S
6	Most of the students had no dictionary.	S
7	The teacher rarely used media in teaching reading comprehension.	T
8	The teacher rarely gave various English texts to the students.	TM
9	The students had low level of confidence	S
10	In undersanding an English text, the students depended too much on the dictionary.	S
11	The teacher rarely related students’ background knowledge to the text given.	TT
12	Teaching and learning activities were not interesting for the students.	TT
13	Sone students did not give their attention to the teacher’s explanation.	S
14	The students had low motivation during the English lesson	S
15	The students were unfamiliar with the material given.	TM

S : Students TT : Teaching Technique
 T : Teacher TM : Teaching Material

2. Selecting Problems to Solve

After finding the field problems, the researcher conducted dialogic validity that was by holding a discussion with the English teacher to select the problems based on the feasibility to be solved collaboratively. Based on the observation, the problems were formulated below.

Table 5: The Feasible Problems to be Solved in Reading Teaching and Learning Process of the students of VIII A SMP N 1 Prambanan Sleman

No	Field Problems	Code
1	Students found difficulties in comprehending English texts.	S
2	Students had low vocabulary.	S
3	The teacher rarely used media in teaching reading comprehension.	T
4	The students were not focus during the lesson	TT
5	Teaching and learning activities were not interesting for the students.	TT
6	The students had low motivation during the English lesson	TT
7	The students had low self confidence	S

S : Students TT : Teaching Technique
 T : Teacher TM : Teaching Material

Those problems were related to each other. In reading teaching and learning process in SMP N 1 Prambanan Sleman, the teacher ignored the role of

pre reading phase. As stated before, pre-reading phase may contain some activities which can motivate the students to read the text. One of the activities can be in the form of building students' vocabulary and recalling students background knowledge and relating it to the material given. When the teacher did not consider this phase, she might fail in building students' vocabulary related to the topic that would be given. As a result, the students would have low vocabulary. Moreover, there would be no activities which could role as a bridge to connect their background knowledge and the new knowledge in the material which would be given.

Next, the role of media in teaching and learning process of reading cannot be neglected. Media can make the reading teaching and learning proceess more interesting. If the students were interested in the lesson, they would feel at ease in understanding the material and highly motivated to get the material. On the other hand, when the teacher was unable to create media in supporting teaching learning process, the students would feel bored with the lesson. As a result, they would not pay attention to the teacher's explanation.

Finally, all of the problems above caused the most significant problem that the researcher wanted to solve. That problem was that the students find difficulties in comprehending reading texts.

3. Determining the Actions to Solve the Field Problems

After weighting field problems based on the level of urgency, the researcher, the teacher and the collaborator held a discussion to weigh the urgent problems based on the feasibility

Table 6 : **Determining the Actions to Solve the Field Problems**

No	Field Problems	Actions
1	Students found difficulties in comprehending English texts.	Using suitable material and video
2	Students had low vocabulary	Using dictionary and rewards during the learning process
3	The teacher rarely used media in teaching reading comprehension	Using video as media in teaching and learning process
4	The students were not focus during the lesson	Using video as media in teaching and learning process to make them attracted to the lesson
5	Teaching and learning activities were not interesting for the students.	Using video to make the student fun during the learning process
6	The students had low motivation in English lesson	Using video as media in teaching and learning process and using rewards
3	The students have low self confidence	Using rewards

B. The Implementation of the Actions

1. The Implementation of Cycle I

a. Planning of Cycle I

In this step, the researcher planned to improve students' motivation and reading comprehension. To improve them, the researcher planned some actions in Cycle I. They are presented below.

Table 7 : **the actions and the expected improvement to achieve**

No	Actions	Expected Improvement to Achieve
1.	Using videos as main activities	- The material and classroom activities would be varied and would be more interesting.

(Continued)

(Continued)

		<ul style="list-style-type: none"> - The students were highly motivated during the learning process. - The students knew how to get the main idea of something.
2.	Using handout and power point	<ul style="list-style-type: none"> - The time allocation could be appropriate and the students could do some tasks which were important for them.
3.	Using group work	<ul style="list-style-type: none"> - The students could share their knowledge and discuss their work. - The students could get feedback from their colleagues.
4.	Giving reward and feedback on students' work	<ul style="list-style-type: none"> - The students' motivation could be improved. - The students knew how to read and analyze a text correctly.
5.	Giving activities from easier to more difficult	<ul style="list-style-type: none"> - The students could get the knowledge step by step. - The students' confidence could be improved

The implemented actions focused on improving the students' reading skill on descriptive texts through the use of National Geographic videos. Based on the result of discussion with the collaborator, the researcher became the classroom teacher during the implementation. Meanwhile, the action plans which were performed in this cycle were :

- a. The researcher and collaborator planned to teach the students using videos as main activities. In the first meeting, the video used was Hong Kong City, and then in the second meeting the video that was used was Sherna the elephant. The aim of choosing the videos was to attract the students' attention and motivation.

- b. The researcher and collaborator planned to use power point and handout to make the students know the concept and material easier.
- c. The researcher and collaborator planned to make work groups. The plan aimed to help the students exchange and share information in a group in the end of the activities.
- d. The researcher and collaborator planned to give reward to active students and those whose answer was correct. The plan could improve their motivation.
- e. The researcher and the collaborator planned to give activities from easier to the more difficult ones. It is aimed at improving the students' confidence to accomplish the tasks.

Besides, some preparations were also made to succeed the implementation of the actions. They are:

- a. developing the research instruments,
- b. selecting the materials,
- c. deciding the teaching and learning activities,
- d. developing the course grid and the lesson plans,
- e. designing the media, and
- f. developing learning materials or handouts for students.

b. Actions and Observations in Cycle I

The actions of Cycle I was implemented twice, on Friday, January 24, and on Thursday, 30. The genre of the text was descriptive text. The videos were

selected surely and appropriately based on the material being discussed. The videos were related to Hong Kong and Elephant topic.

Those video were presented in front of the class so that all the students could see those pictures clearly. The videos were matched with the material that discussed about Hong Kong city and an elephant.

In this research, the researcher did the actions as the teacher in the classroom while the collaborator took notes and observed the teaching and learning process.

The implementations of these actions were discussed below.

1) The first meeting

On Friday, January 24th , at 11.15 a.m. the researcher and the teacher entered the English class. The researcher led the prayer together. Then, the researcher greeted and checked students' attendance. At the beginning of the lesson, the students looked happy because the teacher was replaced by the researcher. The class was very noisy. The researcher told the students to be quiet and started the lesson. After the class began to be conducive, the researcher started the lesson. These are the descriptions of the actions in the first meeting.

The first action was using video. The researcher began to use video. In the beginning, the video was used in the presentation phase. The students became more enthusiastic when the researcher prepared the DVD and the projector.

R : Ok now you have known all of the words, now please look at the screen. I will play a video, please analyze what the video is about
 S : *Asyik video apa mas? Pasti cerita2 kae*
 (Hurray, what kind of video brother? Is it about stories?)
 R : *Liat aja*
 (Just watch it)

Appendix A

The video also could attract the students' attention. The students seen more focus while the researcher presented the material using video.

The R played the video. The reaction of the students was very good. The students paid their concentration fully to the video. The class was quiet. There were some comments from the students. the students looked interested in the video

Appendix A

It shows that the students became more motivated and enthusiastic in reading lesson. When they watched the video, they said that the video were interesting. It also showed us that the video could attract the students' attention.

The video was also played in the production activity again. The students watched the video and they did some tasks in their handout. The students felt excited to the video. It could be seen from the data below.

Student 1

P : *Oke deh. Gimana pendapatnya pelajaran kemarin?*
 (Ok what do you think about last meeting?)

F : *Kemaren asik*
 (Yesterday was fun)

Student 2

P : *Oke deh. Gimana pendapatnya pelajaran tadi?*

(Ok what do you think about last meeting?)

F : *Sebenarnya asik, videonya kurang lengkap jadi kurang paham*

(Actually it is fun, but the video is less complete so I cannot fully comprehend it.)

Student 3

P : *Oke deh. Gimana pendapatnya pelajaran tadi?*

(Ok what do you think about last meeting?)

F : *Mmm lebih interaktif gitu*

(Mmm it is more interactive, something like that)

Appendix B

It shows that the students liked learning English using videos because it was enjoyable.

The second action was giving some handouts and showed the power point as the warming up step before going to the main topic. The researcher asked the students to describe their friend. The class was noisy. After made the students be quiet, the researcher gave handout about descriptive text. There were many texts and tasks in the handout. The students said that the tasks were too much. After that, the researcher gave some explanation about descriptive text and the functions. While giving the explanation and example, the students looked bored.

The R : *oke sekarang kalian liat Slide dulu ya, baca teksnya.*

(Ok, now please look at the slide first, and then read the text.)

S : *yaaaahhh*

The R : *dibaca dulu dipahami mendeskripsikan tentang apa oke?*

(Please read first and understand what the text describes about.)

S : *Ya mas*

(Ok, Sir)

Some students read the text, some of them made some noise, some of them were chatting with their friends and some of them looked sleepy and bored.

Appendix A

The first text was about Yuta, an international student from Japan. The researcher asked the students to read and analyze the text. The students looked bored and not interested in the topic. After the students did the tasks, the researcher discussed the text and the answers.

The third action was making work groups. In the production activity, the students played a game. Before playing, the students were asked to make groups of four. When they made groups, they were noisy. There were some problems in the group making. It could be seen from the field notes.

The researcher divided the students into six groups. Each group consisted of four students. All students make noise because there were students who did not want them to belong to their group. The researcher tried to make them quiet. They wanted to make their own group

Appendix A

The fourth action was giving reward. In the presentation activity, the researcher explained kinds of occupation. To make sure that the students had understood the material given, the researcher asked them about occupation. The student could answer the question so the researcher gave him/her reward by saying “good”. It could be shown in the field notes.

The researcher showed a video and asked the students to watch the video carefully. The video was about Hong Kong.

R : yes what is the video about?

S : *Hong Kong, Uang, Jackie Chan*

(Hong Kong, money, Jackie Chan)

R : *oke pinter. Uang apa ya? Ada lho di sana*

(Ok you are smart. What is the English of uang?)

S : fund, money

R : ok right, good students. any other answer? No? *susah ya?*

(ok right, good students. any other answer? No? Is it difficult right?)

S : *iya mas membingungkan*

(Continued)

(Yes Sir, it's confusing)

R : *Sekarang kerjakan tasksnya ya, latihan gak pakai kamus coba*

(Now, please do the tasks, please practice without using the dictionary)

Appendix A

It shows that the researcher improved the students' motivation by giving rewards. It can be indicated by saying "good students" to the student who could answer the question.

The fifth action was giving activities which were arranged from the easier to the more difficult ones. It is aimed at improving the students' confidence to accomplish the tasks. The first activity was discussing about what a descriptive text is. Secondly, the students were asked to

match the words. The last activity was watching and analyzing the video. From the result of the students' work, the students could accomplish the tasks. The data could be seen in the Appendix A.

After actions had been implemented, the researcher asked the students whether they still found difficulties or not. There were no questions from the students. Next, the researcher summed up the lesson and said good bye.

2) The second meeting

In the second meeting on Thursday, January 30th, 2014 at 09.15 a.m. The researcher taught about adjective words and the characteristics of objects. There were four actions which were implemented by the researcher. These are the descriptions of the actions in the second meeting. As the warming up process, the researcher showed a video about tiger.

The first action was playing the video. The researcher played the video about Sherna, an elephant. The students looked happy because the video was funny.

<p>The researcher played the video about Sherna, an elephant. Then the students paid attention fully to the video. There are still some comments from the students, but the comments were positive. The students totally focused to the video. Some of them were laughing. After finished watching the video, the researcher asked the students to analyze the video.</p>

Appendix A

From the vignette below, we can know that the students felt happy and were not bored. The video could also make the students stay focus in the material. They always watched the video carefully and happily. The next activity was analyzing the video and giving reward. In analyzing the video, the researcher still used the handouts. There was the transcript of the video. The students read and rematched the video with the transcript.

The second action was giving reward. In the learning process, the researcher still used reward to make the students more enthusiastic and have higher motivation.

R : What is the video about?
S : Sherna
R : <i>Oke sherna itu sebuah atau seekor apa ya?</i> (Ok, what is sherna?)
S : <i>Gajah</i> , elephant (Elephant)
R : <i>Oke good, ciri2nya apa?</i> (Ok good. What is the characteristic of Sherna?)
S : Ivory
R : Ya that's right. <i>Yang lain?</i> (Yes. That's right. Any other?)
S : Big, young, <i>baik</i> (Big, young, good)
R : Wait, is sherna a kind elephant?
S : Yes <i>mas..</i> no no no (Yes Sir, no no no)
R : <i>No kenapa? Yes kenapa?</i> (Why do you say yes and why do you say no?)
S : <i>Ngamuk mas</i> (She is berserk Sir)
S : <i>Lucu mas</i> (funny Sir)
R : <i>Ha? Emang ada yang lucu? Ada lagi?</i> (Ha? Is it funny? Any other?)
S : Clever

R : Yes? Why you said she is clever?
 S : *Bisa mbuka pintu, bisa ngerjain orang. Hahahaha*
 (It can open the door and also can annoy people)
 R : Oke you are right, now, please look at your handout, and do the task .
 in group ya, *yang kayak minggu lalu grupnya*
 (Oke you are right, now, please look at your handout, and do the task .
 please do it in group. The group is like last week.)
 S : *Yang Sherna aja mas?*
 (Only Sherna Sir?)
 R : *Kalo bisa semua ya gak apa apa*
 (It is ok if you can do all the tasks.)
 S : *hahahah iso gendheng aku mas*
 (hahaha I can be crazy Sir)

Appendix A

From the vignette, we can see that the students felt it was easier to understand the text using a transcript. Reward still helped the students to be more confidence using English.

The third action was doing the activities from the easier to the more difficult ones. There were some tasks about the text that students must do to help them understand the text better. The tasks were filling in the blank and the students must do it in group.

The last activity in this meeting was discussing the students' work. In this phase, the researcher worked together with the students to make the class more enthusiastic, conducive and active. The video helped the students in understanding the text well.

Student 1

P : *Berarti videonya tadi membantu kalian memahami materi yang akan dipelajari ya?*
 (So, the videos can help you to understand the material. Right?)
 F : *Memahami sekali, karena sama dengan teks bahasa Inggris. Sama penjelasan tentang Hong Kong dan Gajah*

(Yes I understand it very well because the video is the same with English texts. And there are also some explanations about Hong Kong and elephant)

Student 2

P : *Berarti videonya tadi membantu kalian memahami materi yang akan dipelajari ya?*

(So, the videos can help you to understand the material. Right?)

F : *Yak karena kalo ada gitu kan mesti ada jawabannya*

(Yes of course because if there is a video like that, there is also the answer of the task)

Student 3

P : *Berarti videonya tadi membantu kalian memahami materi yang akan dipelajari ya?*

(So, the videos can help you to understand the material. Right?)

F : *Iya*

(Yes)

Appendix B

All actions had been implemented, then, the researcher asked the students whether they still found difficulties or not. There were no questions from the students. Then, the researcher summed up the lesson, closed the lesson and said good bye.

Based on the two meetings, it can be concluded that the process of English teaching and learning can be said to be valid because the process which is done is in line with the concept of process and catalytic validity. To assess the process validity, the researcher examined the data and identified whether the students were able to go on learning from the process. It is supported by some data sources that show the process is valid. The data sources are field notes, sample of students' work, and transcript of interview. Then, to get the catalytic validity, the reseracher gave chance to the students to give their responses about the research. In addition, the results of action are

said to be reliable because the process which is done is appropriate with the concept of time and methodological triangulation. It means that there is more than one technique of collecting data and the result is same from time to time.

c. Reflection of Cycle I

Based on the observation results which were done through writing in the form of field notes and collecting students' work and comments, in this reflection stage, there were some improvements. The improvements would be described as follows:

- a. There was an improvement on reading ability.

The improvement is about judging the words, finding the main idea, and getting information from a text. The first one is about judging the difficult words. The students' ability of judging the words is increased because of the video. The audio visual helps the students to know the real description of an object. The second one is about finding the main idea. The video helps the students to know what the object is clearly. The third one is that video helps the students get information from the text. The audio and visual of the video help the students to get information more than picture and text. The students can understand what the video tells about although they do not know all of the meaning of the words.

Student 1

R : *Terus kalau soal topiknya gimana? Mudah atau sulit?*
(And then what about the topic? Is it easy or not?)

S : *Enggak, mudah*
(No, it is easy)

R : *Oke, sekarang gimana menurutmu tentang tadi pas mencari kata – kata sulit yang ada dalam bacaan?*
 (Ok now what do you think about when you looked for difficult words from the text?)
 S : *Tanya temen dan mengira-ira sendiri*
 (Asking to my friends and guessing it)
 R : *Good...sekarang tentang soal – soal nya tadi gimana, bisa mengerjakan tidak?*
 (Good. How about the tasks. Can you do the tasks well?)
 S : *Agak susah*
 (It is little bit difficult)
 R : *Berarti sudah dong dengan materinya ya?*
 (Do you understand the material well?)
 S : *Sudah*
 (I do)

Appendix B

- a. There was an improvement on the students' motivation.

The researcher gave activities which could improve students' motivation. They were: showing videos, working in groups, and giving reward.

From the interview transcript below, it can be indicated that the students enjoyed learning English using videos.

Student 1

P : *Oke deh. Gimana pendapatnya pelajaran tadi?*
 (Ok what do you think about last meeting?)
 F : *Kemaren asik*
 (Yesterday was fun)

Next, the students liked the videos. The data is presented below:

Student 1

P : *Suka gak sama videonya?*

(Do you like the video?)

F : *Suka sekali karena menarik*

(I like it very much because it is interesting)

Furthermore, the researcher gave reward to them. The researcher said “good” to the student who could answer his question.

The researcher showed a video and asked the students to watch the video carefully. The video was about Hong Kong.

R : yes what is the video about?

S : Hong Kong, *Uang*, Jackie Chan

(Hong Kong, money, Jackie Chan)

R : *oke pinter. Uang apa ya? Ada lho di sana*

(Ok you are smart. What is “*uang*” in English?)

S : *fund, money*

R : ok right, good students. any other answer? No? *susah ya?*

(ok right, good students. any other answer? No? Is it difficult right?)

S : *iya mas membingungkan*

(Yes Sir, it's confusing)

R : *Sekarang kerjakan tasksnya ya, latihan gak pakai kamus coba*

(Now, please do the tasks, please practice do not use dictionary)

Appendix B

In addition, to make the students become motivated and able to share and exchange information, the researcher asked them to make groups.

The researcher divided the students into six groups. Each group consisted of four students. All students make noise because there are students who did not want them to be their group. The researcher tried to make them quiet. They wanted to make their own group

Appendix A

Based on the data sources above, it can be concluded that the students became motivated to learn English using videos.

- b. The students were more enthusiastic to do reading activities.

Through watching videos, the students were interested in reading lesson. Based on the students' comments, they felt excited to join English teaching and learning process.

Student 1

P : kamu merasa lebih semangat ga kalo pelajarannya pakai video?

(Do you feel more enthusiastic if the learning process involves videos?)

F : Iya lebih mendukung belajar

(Yes, it supports the learning process)

Student 2

P : kamu merasa lebih semangat ga kalo pelajarannya pakai video?

(Do you feel more enthusiastic if the learning process involves videos?)

F : Lebih semangat

(Yes. I feel more enthusiastic)

Student 3

P : kamu merasa lebih semangat ga kalo pelajarannya pakai video?

(Do you feel more enthusiastic If the learning process involves videos?)

F : Seneng aja

(I like it)

Appendix B

- c. There was an improvement on the use of videos as interesting media.

The researcher used videos in two meetings to attract students' attention. In the first meeting, the researcher showed a video about Jakarta city. Then, in the second meeting, the researcher used Sherna the elephant video.

- d. There was an improvement on the organizing class.

The improvements were in giving reward and grouping students. To appreciate what the students did, the researcher gave reward to them. The researcher said "good" to the student who could answer his question correctly. In addition, to make the students become more motivated and able to share and exchange information, the researcher asked them to make groups.

Although improvements could be gained in Cycle I, the implementation of games also had weaknesses that should be improved in the next cycle. The weakness are presented as follows:

- a. The videos is too short.

Because of the limited time, the researcher played the videos only in short period.

- b. The students were not too familiar with the videos

Because of the videos contained topics about Hong Kong and elephant that are far from their hometown, the students looked like having difficulties in comprehending the videos.

- c. The students made noise when making a group because they wanted to make their own group.
- d. Only a few of the students in the group did the task and the other students only chat with their friends.
- e. The self confidence of the students was not too good.
- f. The use of power point and handouts was not too effective.

From the reflection above, it can be concluded that the results of Cycle I are said to be valid because it is appropriate with process, dialogic, and outcome validity. It means that there are some improvements and weaknesses. The improvements and weaknesses are supported by some data sources, such as field notes, questionnaire, and sample of students' works. Besides, it can also be said that the results are reliable because there were more than one

observer, i.e. the researcher and observer, in gathering data. It is in line with the concept of investigation triangulation.

2. The Implementation of Cycle II

The more detailed description of the implementation of the classroom action research at Cycle II can be seen in the following section.

a. Planning of cycle II

After reflecting the action in Cycle I, some actions would be implemented again and the other would be revised. Some plannings which were implemented and revised were described below.

- a. The researcher and collaborator planned to use video, text analyzing and doing task as the main activities.
- b. The researcher and collaborator planned to give activities which were arranged from the easier to the more difficult. The activities were given to improve students' reading comprehension of descriptive text.
- c. The researcher and collaborator chose the videos. The videos used could be seen by the students clearly and it was easy to understand.
- d. The researcher and collaborator planned to change the number of the members of the group. In the cycle I, each group consists of four members, while in this cycle, the students work in pairs.
- e. The researcher and collaborator minimized the role of power point and maximized the role of videos.
- f. The researcher and collaborator planned to give rewards and feedbacks to the students.

b. Action and Observation in Cycle II

The researcher implemented the actions which had been planned before. Besides, the researcher asked the observer to observe teaching and learning process by filling an observation checklist form. Then, the researcher observed all the activities and wrote the result of the observation in the field notes.

1) The first Meeting

On Thursday, February 6th, 2014 at 11.15, the researcher applied some actions. The researcher and the collaborator employed videos as media, giving activities to improve students' reading ability, analyzed video, and helped the students to make groups. These are the descriptions of the actions in the first meeting.

The first action was showing video to the students to attract the students' attention. The video was about Keraton Ratu Boko. After the students watched the video, the researcher asked what the students get from the video. The students looked happier because this thing is near from their home.

The researcher played a documentary video. The title was Keraton Ratu Boko. The students looked amazed and enthusiastic because the object in the video was near their house.

S : *Wah mas kui cerak omahku*

(Sir, that is near from my home)

R : *Oh ya gratis dong kalo temen-temen ke sana*

(So your friends go there freely right?)

S : *Yo enggak mas bapakku udu sing jogo e*

(Oh no Sir, my father is not the keeper)

From the vignette above, we can see that the students liked the video so much. They fully concentrated on the video while the video was played. It was better than the cycle I and even the class before cycle II. The students looked not bored and more enthusiastic with the material and the lesson.

The second action was regrouping the students. Based on the observation in the cycle I that was not effective in using four students in each group, the researcher rearranged the group consisting of two students. The learning process became more effective.

Then, the students did the tasks with the help of researcher. All of the students looked busy in doing the tasks. There was no free student like two previous meeting. Their comprehension was better than two previous meeting. Some students asked about vocabularies. The researcher helped the students finding the words, instead of telling them directly.

Appendix A

The third action was analyzing the video and doing the tasks. In this action the researcher replayed the video and allowed the students to open their handouts. The students watched the video carefully and happily. After watching the video, the students started to analyze the video and do the tasks. The task consisted of six questions. The discussion was more effective because almost all of the students tried hard to answer the questions. After thirty minutes, the researcher started to discuss the result of the tasks done by the students. In the discussion phase, the students looked more confident with their ability.

In presenting their work, the students looked more enthusiastic. Almost all of the students wanted to present their work. Not only the diligent and clever students but also the noisy students wanted to present their work. The researcher started to point the students and discuss their work.

Appendix A

When the time was over, the researcher asked the students whether they still found difficulties or not. There were no questions from the students. Then, the researcher summed up the lesson by giving some questions to the students orally. The researcher also asked the students whether the video was interesting. All students answered that it was interesting. Then, the researcher closed the lesson, said prayer and good bye.

2) The Second Meeting

Second meeting in Cycle II was conducted on Friday, February 7th. Similar to the second meeting in Cycle I, the second meeting in Cycle II consisted of two activities, those were: building connection between students' prior knowledge and the new material, and comprehending the new material.

The first action was giving three activities which could improve students' reading ability especially vocabulary and learning grammar. Vocabulary which was learned is about adjectives. The activity began with the researcher's activity of giving the students some adjective words in English. Then the students looked for the meaning of the words in Indonesian. The researcher also gave some clues to the students to make them do the task easier. After finishing the task, the researcher discussed

the meaning. The students' confidence and motivation was also shown in this activity. The students looked more enthusiastic and had higher self confidence.

They discussed and cooperated well. While discussing the result, almost all of the students wanted to show their idea. They also looked more motivated in discussing the result.

Appendix A

From the vignette below, we can see that the students' motivation, focus, and confidence had increased. It was proven by the number of students who wanted to present their works in front of the class. It was increased than in cycle I.

The second action was playing the video. The researcher played the documentary video again. The title was Megacities : Jakarta. The students watched the video carefully. There were still comments from the students. The students were amazed with the problems of Jakarta and they still focused with the lesson.

the researcher showed a video and asked the students to watch the video carefully. The video was about Jakarta
 R : *okee video tadi tentang apa?*
 (Ok, what is the video about?)
 S : Jakarta, Megacities, banjir, flood
 R : yes, good. it is about Jakarta right?
 S : yeeeeees
 R : *dalam video tersebut ada informasi apa aja?*
 (What kind of information that you find in the video?)
 S : *keadaan Jakarta, banjir, pembangunan, kota ekonomi mas*
 (The situation in Jakarta, flood, building, economic city)
 R : Good nice students. *Oke sekarang kerjakan tasknya*
 (Good nice students. Ok now please do the tasks)

Appendix A

From the vignette, we can see that while the researcher played the video, the students were amazed to the video. When flood, traffic jam, and big buildings were shown in the video, the students began to comment the video. This thing indicated that the video could attract the students' attention, made them focus, and motivated them.

The third action was an activity to improve students' reading comprehension. The activity was looking for the main idea of the text and answering some questions in the handout. In the process of doing the task, the teacher helped the students and gave them some clues. After the students finished their tasks, the researcher began to analyze and discuss the students' work. While the researcher discussed about the students' work, the students still looked enthusiastic in showing their ability. In presenting their work, the students tried the best.

The last action was game. The students made five sentences using adjective words that had been taught before, and the other students guessed the objects. The activity was interesting, comfortable, and funny. All of the students wanted to show their ability.

The students started to make sentences. They used dictionaries in their hand phones. The students still made some grammar mistakes, the researcher made sure that the students did not make more mistakes. After the students finished making their sentences, the game started. The students looked enthusiastic during the game, they also looked comprehending descriptive texts well. The object that was made by a group could be guessed well by another group. The students also looked more confident with themselves.

All actions had been implemented, then, the researcher concluded the material and administered the questionnaire. At the end of the meeting, the researcher closed the lesson and said good bye.

From the two meetings above, it can be concluded that the process of English teaching and learning can be said to be valid because the process which was done is in line with the concept of process and catalytic validity. To assess the process validity, the researcher examined the data and identified whether the students are able to continue learning from the process. It was supported by some data sources that showed that the process was valid. The data sources are field notes, sample of students' works, interview transcript, and questionnaire. Then, to get the catalytic validity, the researcher gave chance to the observer and students to give their responses about the research. In addition, the results of action is said to be reliable because the process which was done is appropriate with the concept of methodological triangulation. It means that there is more than one technique of collecting data to get a valid result.

c. Reflection of Cycle II

Based on the observation results which were done through writing in the form of field notes and collecting students' work and comments, in this reflection stage, the researcher classified the improvements into three, i.e. in finding the main idea, vocabulary, and joining the class. The improvements are presented as follows:

1) There was improvement on finding main idea.

Before using video, the students were still confused with the main idea of the texts. They were even wrong in selecting the main idea. The researcher also chose right videos. The video in meeting I, Keraton Ratu Boko, could attract students' attention because the location is near to their school.

The researcher played a documentary video. The title was Keraton Ratu Boko. The students looked amazed and enthusiastic because the object in the video was near to their house.

S : *wah mas kui cerak omahku*

(Sir, that is near to my home)

R : *oh ya gratis dong kalo temen-temen ke sana*

(So your friends go there freely right?)

S : *yo enggak mas bapakku udu sing jogo e*

(Oh no Sir, my father is not the keeper)

Appendix A

From the vignette above, we can conclude that the students felt happy and surprised when they saw Keraton Ratu Boko in the video and they were enthusiastic watching the video. There were some comments from the students about their experience in that place. The students could also reflect their personal experience and their background knowledge about the place to the text. They could find the main idea easier. In the meeting II the researcher used Hong Kong video. The students also felt interested in the video. The impact was also shown when the students tried to find the main idea.

the researcher showed a video and asked the students to watch the video carefully. The video was about Hong Kong.

R : *okee video tadi tentang apa?*
 (Ok, what is the video about?)
 S : Jakarta, Megacities, banjir, flood
 R : yes, good. It is about Jakarta, right?
 S : yeeeeees
 R : *dalam video tersebut ada informasi apa aja?*
 (What kind of information that you find in the video?)
 S : *keadaan Jakarta, banjir, pembangunan, kota ekonomi mas*
 (The situation in Jakarta, flood, building, economic city)
 R : *Good nice students. Oke sekarang kerjakan tasknya*
 (Good nice students. Ok now please do the tasks)

Appendix A

From the results above, we can see that the average students could find the main idea correctly. The students could also comprehend the text easier.

2) There was improvement on students' vocabulary

The vocabulary mastered by the students had increased. The students could also implement the vocabulary that they got from the lesson.

We can see that the students' vocabulary has increased. They can use the words to make a descriptive paragraph.

3) There was improvement on students' confidence.

The students had more confidence to accomplish the tasks. It could be seen that they knew what to do. Next, when the researcher discussed about the students' work, they expressed their idea enthusiastically.

4) There was improvement on the use of video.

In Cycle II, the video was used to make the text that students get clearer. The video could also attract the students' attention. The students

were also able to be focus to the lesson because the video was not boring and the video was clearer than another media.

- 5) There was improvement on the managing class, i.e. grouping students.

Working in pair is easier to control, in Cycle II, the students were asked to work in pairs. They worked in pairs when concluding the text.

Then, the students did the tasks with the help of researcher. All of the students looked busy in doing the tasks. There was no free student like the two previous meeting. Their comprehension was better than the two previous meeting. Some students asked about vocabularies. The researcher helped the students finding the words, not telling them directly. After the students finished doing their tasks, the researcher discussed the students' works. In presenting their works, the students looked more enthusiastic. Almost all of the students wanted to present their works. Not only the diligent and clever students but the noisy students also wanted to present theirs. The researcher started to point the students and discuss their works.

Appendix A

The researcher concluded that teaching reading by videos created interesting classroom. They did not only enjoy the teaching and learning process but they also could enjoy the video.

In accordance with the plans and the principle of action research, it can therefore be said to have outcome, dialogic, and process validity. It means that there are some improvements. The improvements are supported by some data sources, such as field notes, questionnaire, and sample of students' work. Besides, it can also be said that the results are reliable because there were more than one observer, i.e. the researcher, students, and observer involved, in gathering data. It is in line with the concept of investigation triangulation.

Next, the researcher decided to stop the cycle since the result in the last cycle had shown better improvements of on students' reading ability. Thus, the researcher did not continue the next cycle.

C. Students' Scores

To support the qualitative data, the researcher also conducted pre test and post test to measure the improvement of students' reading comprehension. The pre test was conducted on Friday, January 17th 2014. Meanwhile, the first post test was conducted on Thursday, February 13th 2014. In conducting the tests, the students were presented with some multiple choices queestions and they were asked to accomplish it individually.

Table 8 : Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pretest	61.4167	24	18.72203	3.82162
Posttest	89.1250	24	16.40602	3.34887

Based on the table above, it can be seen that the students' reading score of post-test was higher than the score of pre-test. It can be concluded that there is improvement on the students' reading scores. Meanwhile, the standard deviation in the posttest was lower than the standard deviation in the pretest. It means that the students' reading score is homogeneous.

Table 9 :Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 Pretest & Posttest	24	.528	.008

In addition, to confirm the significant improvement of mean scores in the reading comprehension tests before and after the action, the researcher used t-test. Burns (2010) states that t-test can be used in action research to give the significant value and to make the result more valid and reliable. By using SPSS version 16, the researcher got $t = -7.897$ ($p < 0.05$). The values showed that there was a significant improvement in the students' reading comprehension after the implementation of the action, i.e. using schema activation strategy. The result can be seen in Table 11.

From Table 12, it can be seen that the t value in pair 1 is negative. It shows that the mean score in pre-test was lower than the mean score in the post-test. Based on these facts, it could be concluded that there was significant improvement in students' reading comprehension scores.

Table 10: Paired Samples Test

Paired Samples Test								
	Paired Differences						df	Sig. (2- tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pretest – Posttest	-2.77083E1	17.18816	3.50852	-34.96626	-20.45041	-7.897	23	.000

D. Research Discussion

The last step of action research process is discussing the result of the research with the collaborator as a final reflection. The collaborator and researcher concluded that using videos in teaching reading was an effective activity to improve students' reading ability.

The research findings would be inferred from the qualitative and the quantitative data gathered during the research. The qualitative data are from the observation of teaching and learning process, interview with the English teacher, the collaborator, and also the students. Meanwhile, the

quantitative data are derived from the speaking scores of pre-test and post-test.

The research was focused on improving students' reading comprehension of descriptive texts using National Geographic videos as media. This strategy was implemented both in the Cycle 1 and Cycle 2. The findings of the research showed that the use of the videos was successful in improving the students' reading comprehension. From the findings, the discussion was written as the followings.

**Table 11 : The change result of the improvement of the action
during cycle 1 and cycle 2**

The Actions	Cycle 1	Cycle 2
Using National Geographic video in teaching learning process	The videos were successful in attracting students' attention. The students were more motivated while learning with the videos. The students tried to discuss the videos and were challenged to analyze the videos.	The implementation of the videos was successful too in the second cycle. The videos attracted students' attention and motivated the students well. The result was most of the students tried to express their ideas.

(Continued)

(Continued)

Using National Geographic videos as the base of activities	The videos made the learning process more active and funnier. The students learnt catching and summarized the description of something.	The learning process was very joyful, the students did not look shy and be silent anymore. Almost all of the students became more active because their confidence was increased. They were more active in the classroom activity and expressing their ideas and works.
Giving feedback to students' work	The action made the students' ability in finding the content of the texts increased. By using feedback, the students knew their mistakes and weakness.	Feedback could minimize the students' mistakes more. Their ability in analyzing the content, finding the main idea, and retelling the texts was increased.
Giving rewards to the students' work	The action of giving rewards was very effective to make the students more active and motivated. Some of the students became more active sharing their ideas and presenting their works.	In cycle 2, this action could boost their motivation and improve their activeness and involvement in the classroom activities. They participated not only in class and group activities, but also in individual activities.

Based on the observation and interview at reconnaissance step, the students said that reading descriptive text was difficult. Solutions needed

to solve this problem was that the activities were arranged from easier to the more difficult ones. The implementation was done by dividing students into using larger group to the smaller one and finally individual. Besides, the students needed a teaching media which made them interested in the teaching and learning process. The teaching media was video.

After joined the English class using videos, the students assumed that reading was not difficult. The students also have higher motivation when joining the lesson. It can be seen in the data below. Then, the students felt excited after joined English class using videos.

Furthermore, before the actions were given, the students had low motivation to learn English because they considered it as an uninteresting activity. It could be seen that the students made noise and were busy with their own activities, such as playing and chatting with their friends or singing loudly. They thought learning English made the students get bored. Therefore, most students did not get involved in the teaching and learning process.

After the actions were given, the students looked enthusiastic in joining the class. They got involved in the teaching and learning process. It can be seen in the photographs and their feeling and opinion in the questionnaires.

The theory used by the researcher was also shown in the process of implementation. The first theory was Krashen theory about input hypotheses. According to this hypothesis, the learner improves and

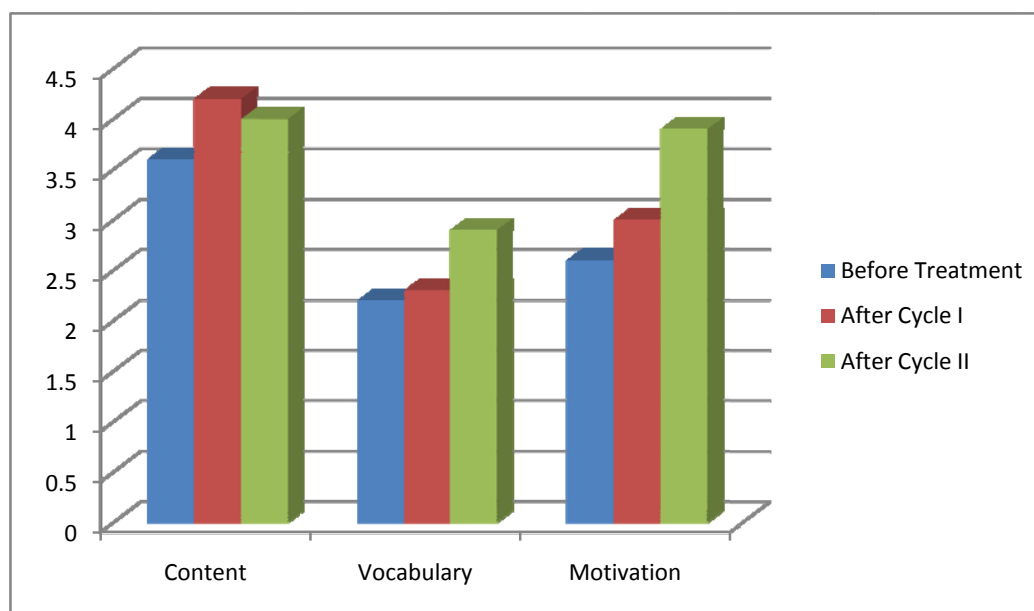
progresses along the 'natural order' when he/she receives second language 'input' that is one step beyond his/her current stage of linguistic competence. The National Geographic videos were used as the “1”. The position of the videos was as the input.

From the explanation before, the videos can improve the students' reading comprehension. The videos can also attract the students' attention and motivation. With the employment of the videos in the learning process, the students felt not bored and more enthusiastic joining the lesson.

The second theory used by the researcher is the theory about media from Harmer, Brown and Celce-Murcia. They argue that media can help the teacher runs the lesson smoothly. Media can also motivate the students and bring the real experience to the lesson. The research proved that media is very useful in the lesson. The media could attract the students' attention and it could motivate the students more. Because the students' motivation was high, they could follow the lesson maximally and followed the activities well. As a result, their reading comprehension was increased.

The following is the charts that show the improvement of the students in reading descriptive text

Figure 2 : The Improvements of the Students



CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

This chapter discusses the conclusion of the research, implication, and the suggestion for English teachers, the institutions of education, the students and to the other researchers. The discussion of each section will be delivered as follows.

A. Conclusions

The research was conducted at grade VIII of SMP Negeri 1 Prambanan Sleman. The objective of this research study was to improve the students' reading skill of descriptive texts through the use of National Geographic videos. Based on the results and discussions in the previous chapter, it could be concluded that the implementation of the videos in the teaching and learning process of reading was arguable can be used to improve the students' reading comprehension. This could be seen from the findings of the research during the action research.

Videos could develop the process of teaching and learning. There are some advantages of using National Geographic videos for students. First, videos improved students' motivation. It was because videos are interesting media in teaching language. The students got the material in an enjoyable way. Second, videos improved students' reading ability by providing a real context and purpose. It means that the students experienced a real contextual learning and achieved the purpose of the text as well. Third, videos improved the students' ability to think critically, so they were more confident in joining

the class. Fourth, videos created new learning environment in classroom. The students may become noisy because the activity is not interesting. The employment of videos in learning can attract the students' attention to learn language. Fifth, videos improved classroom management because the teachers can arrange the seating or the teachers have to organize the students so that they can identify and discuss about the videos well. Sixth, videos can improve the effectiveness of the learning material.

The process as mentioned above, it improved the students' reading comprehension by the fact that the students' post-test score was higher than their pre-test score. The pre-test score mean was 61.42 with a standard deviation of 18.72, while the post test score mean was 89.12 with a standard deviation of 16.4. The gain score was 27.71. From data sources above, it can be concluded that the students' reading ability improved.

B. Implications

With regard to the result of the research, the implementation of videos supported with its accompanying actions was successful to improve the reading skill of descriptive text of grade VIII students of SMP Negeri 1 Prambanan Sleman. It implies that the students were motivated through various videos and group works. These enabled them to be more interested and more confident to finish the activities well and answer the questions correctly. As a result, the students were able to find the main idea and the information from the text easier. These are because documentary videos can

improve students' reading ability by providing a real audience context and purpose. It means that the students experienced a real contextual learning and achieved the purpose as well.

C. Suggestions

Having concluded the result of the research, the researcher would like to propose some suggestions for English teachers, the institutions of education, the students and to the other researchers. The suggestions are described as follows:

1. For English Teachers

- a. It is important for the English teachers to improve the teaching and learning process. It can be done by applying appropriate media so that the students will be motivated and interested in teaching and learning process of reading. If the students are motivated and interested in the teaching and learning process of reading, the students can join the lesson joyfully. One of the media is National Geographic video. The use of the videos in teaching English is able to make the students more motivated in joining the lesson.
- b. It is important for the teachers to learn how to enhance their ability in teaching and to establish a good atmosphere in the class, so that the students become involved and motivated during the teaching and learning process. They should create an enjoyable situation of teaching

and learning process in order to improve the students' ability in learning English.

2. For Students

The students should use the videos as their media because the videos also help them to have better understanding about the materials.

3. For other researchers

The result of this research is expected to give motivation and encouragement to other researchers to conduct further study dealing with the use of videos in other skill areas such as listening, speaking, or writing.

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kemp 1985
Linse - ucup
Kajornboon (2005: 1)
(Brock, Yu and Wong, 1992:295)

Kvale (1996, p. 14)
McNiff, 1988: 2
(Cohen et al., 2000:226)
. O Leary (2004: p.150)
(Glanz, 1998: 182).

APPENDIX A

FIELD NOTES

FIELD NOTES ASKING PERMISSION

School : SMP N 1 Prambanan
Day/Date : Thursday, 9 January 2014
Time : 11.00

The R went to the school at 11.15 am. After he was at school, the R looked for his previous PPL teacher, Mr. Heru Bambang. He met Mr. Agus and asked to him where Mr. Heru is. He said that Mr. Heru was in the counseling room.

In the counseling room, the R met two teachers, Mr. Heru and Mr. Usman. Here are the conversation

R : Assalamualaikum Pak

MH : Waalaikumsalam eh Mas Zaqi, sini mas masuk duduk

R : oh ya pak terimakasih, gimana pak? Sehat? (handshaking)

MH : Alhamdulillah, pie pie gimana mas Zaqi? Ada apa?

R : gini pak, saya sedang skripsi, Alhamdulillah udah nyampe bab III dan ini mau penelitian. Rencananya saya mau penelitian dan ambil data di sini pak. Apa bisa?

MH : Oh bisa aja sih mas Zaqi, mau ambil kelas berapa? Kalo saya pegang kelas 7 sama 9, nah kelas 8 dipegang ini Pak Usman

R : Ooo gitu? Rencananya sih kelas 8 pak, kan penelitiannya tentang descriptive text

MH : Oh kalo mau kelas 8 sama Pak Usman aja mas, lagian kelas 7 juga ga ada gitu sekarang ya mas.

R : Ahhay iya sih Pak.

T : Iya mas gapapa kalo mau penelitian sih. Tapi materinya belum sampai ik mas

R : oh ya pak ga papa sih Pak, saya kan pakenya action Research ya jadi saya yang ngajar

MH : Kalo saya sama pak Usman sih gapapa mas ga masalah tapi harus ijin Pak Bos (The Headmaster) dulu

R : Oh siap pak sudah saya urus kok suratnya

MH : Oh ya diurus dulu suratnya ntar ke sini lagi

R : iya pak terimakasih banyak

School : SMP N 1 Prambanan

Day/Date : Thursday, 16 January 2014

Time : 08.30

The R went to school at 08.30 am. First the R met Mr. Suryanta to ask the mechanism of permission of doing research in the school. And then Mr. Suryanta said that the R must see the headmaster to get the permission. After that the R go to the headmaster's room and said that he would do research in the school. The headmaster asked some questions such as the title of the research, the process of the research and the time of the research. After got some answers, the headmaster allowed the researcher doing research in the school.

After got the permission, the R went to the teacher's room to do interview to the teacher. After that the R went back to Jogja

School : SMP N 1 Prambanan
Day/Date : Friday, 17 January 2014
Time : 08.30

The R arrived in the school at 08.30 and waited Mr. Usman finished his lesson. At 09.00 am, the class was break and the R met Mr. Usman. After got his permission, the R went to the classroom to do the interview. At 9.15 the class was begun again.

At first, T went to the class and sat in the teacher's chair. Some students still made the class noisy. After the class began to silent, the teacher started his lesson. Firstly, he reviewed the previous lesson. The material was about making a sentence using past continuous tense. The lesson had been started but there were still some students that chatting with their friends. The teacher used "English in Focus" book as the handbook. The teacher also made the pictures from the book as media. The teacher gave the students an assignment to make a sentence using past continuous tense. The T asked to the students to make a sentence using teaching. There was a student who answered with "I am teaching English." The teacher looked and waited for another answer. There was no student that could answer the right one. The teacher finally gave the right answer "I was teaching English." The teacher gave a lesson about grammar. That was how to make a past continuous tense. There were still many students that did not know how to make a sentence using past continuous tense. When the teacher gave the explanation, there was a student that chatting with their friends again. Then the teacher said to him he must been quiet or the teacher brought him to the counseling room. The teacher felt disappointed to him because he already been a good boy, and then he spontaneously answered "Fajar badannya small pak." All of the students laughed. After the class was already quiet, the teacher started to begin the lesson again. The next, the teacher allowed the students to make a sentence using the other words like calendar, ballpoint, and t-shirt. The answerers were the specific students, not all of them.

After the time was up, the teacher asked to the students whether there was any question or not. After that, the teacher closed the lesson and said goodbye to the students.

FIELD NOTES MEETING 1

School : SMP N 1 Prambanan
Class : Grade VIII
Day/Date : Friday, 24 January 2014
Time : 09.15 - 10.45

The R arrived in the school at 08.30 and waited until 09.15. The R went to the classroom at 09.10. Before that, the R borrowed a mobile projector because the projector that was used in the class was broken. The class was started at 09.20. The first one the R called all the name of the students. After that, the R started to begin the lesson.

The R : Hello everybody, How are you today?

S : I' fine and you?

The R : Fine too.. mmh who is absent today

S : NIHIL Mas

The R : Okeyy BTW yesterday was your holiday right?

S : Iya, ada try out buat kelas 3 sir.

The R : oke sekarang mulai pelajaran ya? Kalian pernah baca tentang deskripsi sesuatu ga? The description of person, animal, place, or whatelse?

S : Benda Mas, Orang

The R : ya benar.. pernah diajarin belum waktu kelas 1?

S : ya pernah pernah, belumm

The R : oke sekarang kalian liat Slide dulu ya, baca teksnya dulu.

S : yaaaahhh

The R : dibaca dulu dipahami mendeskripsikan tentang apa oke?

S : Ya mas

Some students read the text, some of them made some noisy, some of them were chatting with their friends and some of them looked sleepy and bored.

The R : Oke sudah dibaca? Tentang apa ya teksnya?

S : tentang Rasyid

The R : Apa saja yang terdapat dalam teks tentang Rasyid?

S : healthy

The R : ya terus apalagi?

S : rambutnya pendek, 170cm, clever, kind

The R : ada kata-kata yang susah nggak? Ada yang gak tau artinya?

S : tanned apa mas? Flat apa? Bald apa mas?

The R : oke satu-satu ya? Tanned itu kayak samar berarti kalo skinny tanned artinya apa?

S : gak hitam gak putih mas

The R : iya bener, flat itu ada yang udah nemu?

S : datar mas, rata

The R : sip bagus kalo hidungnya rata atau datar berarti apa?

S : pesek masss pesek

The R : okeee pinterr. Sekarang ke slide selanjutnya ya, ya ini kalau kalian membaca teks tentang deskripsi sesuatu, kalian harus mengetahui bagian-bagiannya. But first you must know the meaning of descriptive text. Description is about sensory experience—how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception. Sampe sini paham? sensory experience itu apa?

S : sensor mas

The R : ya maksudnya sensor apa?

S : seperti suara, looks dan taste

The : ya jadi sensory itu semua yang bisa ditangkap indera. Oke sekarang balik ke teks, jadi teks ini tentang Rasyid ya, my classmate.

S : Iya mas.

R : Oke Sekarang kalian lihat handout, task berikutnya bisa kalian baca? Coba translate kata-katanya.

S : yaaaaahhhh

The students looked for the translation of the words.

R : Ok now let's check your result

S : Yaaahhh beluum

R : ya number one please

S : besar

R : OK next

The students answered all of the words correctly

R : Ok now you have know all of the words, now please look at the screen I will play a video, please analyze what the video is about

S : asyik video apa mas? Pasti cerita2 kae

R : liat aja

The R played the video. The reaction of the students was very good. The students paid their concentration fully to the video. The class was quiet. There were some comments from the students. the students looked interest with the video.

R : yes what is the video about?

S : Hong Kong, Uang, Jackie Chan

R : oke pinter.Uang apa ya? Ada lho di sana

S : fund, money

R : ok right, good students. any other answer? No? susah ya?

S : iya mas membingungkan

R : Sekarang kerjakan tasksnya ya, latihan gak pakai kamus coba

The researcher divides the students into six groups. The member of each group was four students. All students make noise because there are students who do not want them to be their group. The researcher tries to make them quiet. They want to make their own group. The researcher tried to make the class more conducive. The researcher talked to the students and made the group directly. Finally the students could be quiet again.

The students did the tasks and the researcher discussed it. Only a few students went in front of the class and shared their ideas.

R : oke students what did you get today?

S : descriptive text, cirri-ciri

R : in English dong

S : descriptive text, characteristic, Hong Kong, city

R : yes bagus dibaca lagi di rumah minggu depan ketemu lagi ya?

S : asyikkk

After that the researcher asked the students to find some descriptive text and analyze it. The class was end and the researcher said goodbye.

FIELD NOTES MEETING 2

School : SMP N 1 Prambanan
Class : Grade VIII
Day/Date : Thursday, 30 January 2014
Time : 11.15-12.45

At 10.30 the researcher arrived in the school and meet Mr. Usman. At 11.15 am, the researcher went to the class and started the lesson. First, the researcher showed a picture and asked the students to explain the picture

R : oke students, what is this picture?

S : Katara Mas, Avatar

R : ya who can explain her characteristic?

S : saya, long hair

R : ya, the other?

S : saya, dark skin

R : ya, ada lagi? Oke now please look at the video and analyze the characteristic. Oke?

S : asikkkk

The researcher played the video about Sherna, an elephant. Then the students paid attention fully to the video. There are still some comments from the students, but the comments are positive. The students totally focused to the video. Some of them were laughing. After finished watching the video, the researcher asked the students to open the transcript and analyze the video.

R : what is the video about?

S : Sherna

R : oke sherna itu sebuah atau seekor apa ya?

S : Gajah, elephant

R : ya benar, ciri2nya apa?

S : Ivory

R : yap. Yang lain?

S : Big, young, baik

R : wait, is sherna a kind elephant?

S : yes mas.. no no no

R : no kenapa? Yes kenapa?

S : ngamuk mas

S : lucu mas

R : ha? Emang ada yang lucu? Ada lagi?

S : clever

R : yes? Kenapa clever

S : bisa mbuka pintu, bisa ngerjain orang. Hahahaha

R : oke, now, please look at your handout, and do the task . in group ya, yang kayak minggu lalu grupnya

S : yang Sherna aja mas?

R : kalo bisa semua ya gak apa apa

S : hahahah iso gendheng aku mas

The students started to do the task, the researcher helped the students who met some difficulties. After the students finished their work, the researcher discussed it. More students wanted to show their idea and their work. The students looked enthusiastic showing their work.

After finished discussed the students' work, the researcher gave the students a task again. The task was about Tobey Maguirre. The students filled the blank on the texts.

The text could attract the students' attention because the object was Tobey Maguire. Besides handsome, he also got a role as Spiderman. The students did the tasks funny and carefully. They still looked for the difficult words from their dictionaries. After the students finished their work, the researcher looked at the students' work and discussed the result.

FIELD NOTES MEETING 1

School : SMP N 1 Prambanan
Class : Grade VIII
Day/Date : Thursday, 6 February 2014
Time : 11.15 - 12.45

The researcher arrived at the school at 10.30 then the researcher met Mr. Usman to make sure all of the learning equipment well prepared. At 11.15 the researcher entered the class.

The condition in the class was very noisy. There were some students ate, played with their friends, ran in the classroom, and made some jokes. When they looked the researcher entered the class, thea looked happy.

The researcher greeted the students and the students looked enthusiastic. They wanted to watch the video again

S : Mas ayo nonton video lagi

R : oh ya, nanti dulu seneng liat video?

S : iya mas

R : kemarin kan sudah berkelompok empat empat, nah sekarang in pairs aja ya. Sebangku

The researcher played a documentary video. The title was Keraton Ratu Boko. The students looked amazed and enthusiastic because the object in the video was near their house.

S : wah mas kui cerak omahku

R : oh ya gratis dong kalo temen-temen ke sana

S : yo enggak mas bapakku udu sing jogo e

The students focused during watched the video. They were commented about their previous experience in Keraton ratu Boko. After the video was finished, the researcher paused the video and the students reacted.

S : mas kok dipateni? Lagi apik je

R : iya nanti lagi ya. Yes. What is the video about?

S : Ratu Boko, Keraton, Istana , palace

R : ya. Where is the location of Keraton Ratu Boko?

S : Prambanan, Bokoharjo, Yogyakarta, Sleman

R : ya

After discussed another aspects, the researcher asked to the students to do some tasks

S : lho kok nggarap meneh mas? Mbok nonton wae

R : yak kan untuk mengetahui sebagaimana jauh kalian memahami teks.

S : bar iki nonton neh ya mas

R : okeee

Then, the students did the tasks with the help of researcher. All of the students looked busy in doing the tasks. There was no free student like two previous meeting. Their comprehension was better than two previous meeting. Some students asked about vocabularies.

The researcher helped the students finding the words, not told them directly. After the students finished doing their tasks, the researcher discussed the students' work. In presenting their work, the students looked more enthusiastic. Almost all of the students wanted to present their work. Not only the diligent and clever students but also the noisy students wanted to present their work. The researcher started to point the students and discuss their work.

R : ya. Sekarang buka halaman berikutnya, di situ ada sebuah teks, Singapore ya. Sekarang kerjakan lagi ya

S : oke mas, ya. Siap

The students looked have higher spirit while doing the task. They discussed well with their partner. There were still some questions about the content and the words. After the students finished their work, the researcher discussed again.

The next activity was making some sentences. The students took five adjective words from the text, and they made five sentences using the words. Before that, the teacher gave some information about adjective. It took much enough time. After that each group presented their sentences and the researcher and the other students corrected if there were some mistakes. After all finished the researcher gave reinforcement and comments, and then closed the lesson

FIELD NOTES MEETING 2

School : SMP N 1 Prambanan
Class : Grade VIII
Day/Date : Friday, 7 February 2014
Time : 09.15 - 10.45

uAt 08.30 the researcher arrived in the school and meet Mr. Usman. At 09.15 am, the researcher went to the class, said hello to the students and started the lesson. First, the researcher gave the students some adjective words. Then the students looked for the meaning of the each word. They discussed and cooperated well. While discussing the result, almost all of the students wanted to show their idea. They also looked more motivated in discussing the result.

the researcher showed a video and asked the students to watch the video carefully. The video was about Jakarta.

R : okee video tadi tentang apa?

S : Jakarta, Megacities, banjir, flood

R : yes, it is about Jakarta right?

S : yeeeeees

R : dalam video tersebut ada informasi apa aja?

S : keadaan Jakarta, banjir, pembangunan, kota ekonomi mas

R : Good nice students. Oke sekarang kerjakan tasknya , sebelum itu bikin grup dulu ya. Saya bagi menjadi enam grup

After discussed more about the video, the researcher gave some tasks again to the students. the students. the students looked more comfortable and confident in doing the tasks. They could guess the words better. While presenting their idea was also better than before. Their spirit and enthusiastic was also better. After finished discussing the result, the researcher made some groups again. The groups consist of four students. the students looked enthusiastic and anxious. The researcher explained the rules and how to play the game.

R : oke jadi gamenya adalah, perkelompok membuat lima obyek menggunakan kata adjective yang sudah dipelajari sebelumnya. Yang lain menebak, grup siapa yang memperoleh skor terbesar akan dapet reward.

S : asikkkkk

R : sekarang dibuat ya.. se jelas mungkin yang gak jelas didiskualifikasi. Saya kasih waktu 10 menit

The students started to make the sentences. They used dictionaries in their hand phone. The students still made some grammar mistakes, the researcher made sure that the students did not

make more mistakes. After the students finished make their sentences, the game started. The students looked enthusiastic during the game, they also looked comprehend descriptive texts well. The object that made by a group could be guessed well by another group. The students also looked more confidence with themselves.

APPENDIX B

INTERVIEW TRANSCRIPTS

INTERVIEW TRANSCRIPTS

Day/date : Thursday, January 17th 2014

Interviewer : Zaqi Bagus Perdana

Interviewee : The teacher, Mr. Usman S.Pd

R : Seperti yang telah saya sampaikan kemarin pak, melalui interview ini saya ingin Memperoleh beberapa informasi mengenai pembelajaran bahasa inggris di kelas bapak.

T : Ya oke mas

R : menurut pandangan bapak, bahasa inggris itu seperti apa?

T : Bahasa Inggris itu sangat penting mas, selain untuk UN, pada jaman kayak sekarang ini bahasa Inggris sangat penting untuk pendidikan dan pekerjaan

R : selanjutnya, bagaimana pandangan bapak mengenai pembelajaran bahasa inggris di sekolah?

T : Sudah baik, karena sekolah ini sudah lama dan sudah berjalan dengan baik maka saya lihat kami para guru tinggal menjalankan dan melanjutkan saja sambil menambal sedikit kekurangan yang muncul di depan

R : kurikulum yang dipakai bapak apa?

T : Kalau kelas 8 masih pakai KTSP mas

R : dalam reading, tehnik yang bapak pakai apa?

T : Kalau saya biasa mas, pertama mencari main idea, terus mencari ide pokok kalimat, kalimat utama, kalimat oendukung, structure teks, padanan kata banyak mas kalo reading

R : kalau buku pegangan, pak? Siswa mempunyai tidak?

T : Saya pake English in Focus. Kebetulan buku ini gratis dipinjamkan, jadi semua siswa dapet mas

R : selain itu, apakah bapak menggunakan media untuk mengajar reading?

T : Ya biasanya saya memakai gambar atau slide mas, bisa juga saya mengambil gambar dari internet atau buku lain

R : kalau gambar atau video gitu..apakah bapak menggunakannya?

T : Paling gambar mas, video jarang paling Cuma kalo narrative saja pakai kartun

R : menurut bapak, apakah reading mereka bagus?

T : Sudah lumayan tapi masih harus ditingkatkan

R : kembali lagi ke reading, pak. Jadi menurut bapak reading itu masih jadi masalah?

T : Ya mas ada beberapa yang masih harus diperbaiki

R : Apakah motivasi siswa dalam belajar reading sudah tinggi?

T : Kalo motivasi saya rasa sudah cukup baik, hanya ada beberapa siswa yang tidak mau berusaha. Tapi ya tetap harus ditingkatkan

R : Bagaimana cara bapak meningkatkan motivasi siswa?

T : Ya paling dengan mendorong mereka ayo kamu bisa kamu bisa gitu mas

R : Bagaimana bapak mengevaluasi reading siswa?

T : Standar saja mas, paling pilihan ganda dan essay pendek

R : Kriteria apa yang bapak pakai untuk mengevaluasi hasil reading mereka?

T : Ya tadi itu mas, mencari main idea, mencari padanan, mencari fakta-fakta yang ada dalam teks, itu saja

R : menurut bapak reading siswa perlu ditingkatkan nggak?

T : Seperti yang sudah saya sampaikan mas, reading kan sangat penting apalagi inti dari UN

INTERVIEW TRANSCRIPTS

Day/date : Tuesday, January 21st 2014

Interviewer : Zaqi Bagus Perdana

Interviewee : Dewi Retno Widaningrum

Fifi Dwi Ardiani

Fikri Stio Rhamdhan

Heri Kurniawan

Nurmia Isnaniwati

Rita Istiningsih

R: Researcher

S: Students

Student 1

R : *hello, what's your name?*

S : Dewi

R : *Do you like English?*

S : I like it so much

R : kenapa?

S : Easy, learn new thing, seru aja mas

R : bahasa inggris penting tidak?
 S : Penting banget mas
 R : *why?* Kenapa?
 S : karena kan hobi saya nonton film mas, jadi bisa nonton tanpa baca teks, selain itu kalo belajar bahasa Inggris kita bisa mempunyai masa depan yang cerah kan bahasa Inggris bahasa internasional. Dan masih banyak lagi mas keuntungannya
 R : Gitu ya? Terus menurutmu membaca bahasa inggris itu sulit tidak?
 S : Ga terlalu
 R : kenapa?
 S : Ya asalkan bisa memahami dan ngeti kata-kata pasti gampang
 R : pernah diajarin membaca tentang deskripsi sesuatu ga?
 S : Mmm pernah kayaknya
 R : susah tidak?
 S : Dikit
 R : pernah belajar menggunakan media tidak? Apa aja?
 S : Iya pernah. Audio, visual
 R : supaya kamu lebih senang dengan bahasa inggris, kamu ingin pelajaran bahasa inggris ada apa? Misalnya, video, gambar atau apa?
 S : Video mas, gambar juga asyik. Audio juga visual juga.
 R : kenapa suka itu?
 S : Seneng aja, mudah dalam menerima materi

Student 2

R : *hello, what's your name?*
 S : Heri
 R : *Do you like English?*
 S : No no no no
 R : kenapa?
 S : Sulit mas, penulisan beda, pengucapan kadang beda kadang sama
 R : Oh, terus bahasa inggris penting tidak?
 S : Penting ga penting mas
 R : Lho gimana kok gitu?*why?* Kenapa?
 S : Kita kan orang Indonesia, pake bahasa Indonesia, terus penting juga karena bahasa internasional. Ada di UN juga
 R : Menurutmu membaca bahasa inggris itu sulit tidak?
 S : Banget
 R : kenapa?
 S : Sering salah waktu mbaca dan ga tau artinya
 R : pernah diajarin membaca tentang deskripsi sesuatu ga?
 S : Ya pernah
 R : susah tidak?
 S : Ga susah, ga mudah. Membingungkan
 R : pernah belajar menggunakan media tidak? Apa aja?

S : ya pernah, gambar, video, mainan
R : supaya kamu lebih senang dengan bahasa inggris, kamu ingin pelajaran bahasa inggris ada apa? Misalnya, video, gambar atau apa?
S : Praktik
R : kenapa suka itu?
S : Lebih seru

Student 3

R : *hello, what's your name?*
S : Rita
R : *Do you like English?*
S : Tithik tithik
R : kenapa?
S : Seneng sih tapi sering salah
R : bahasa inggris penting tidak?
S : iya
R : *why?* Kenapa?
S : Penting untuk masa depan mas, kan bahasa internasional
R : Menurutmu membaca bahasa inggris itu sulit tidak?
S : Susah
R : kenapa?
S : Ga mudeng katane mas
R : pernah diajarin membaca tentang deskripsi sesuatu ga?
S : Pernah
R : susah tidak?
S : Ga patio
R : pernah belajar menggunakan media tidak? Apa aja?
S : Ya pernah sih
R : supaya kamu lebih senang dengan bahasa inggris, kamu ingin pelajaran bahasa inggris ada apa? Misalnya, video, gambar atau apa?
S : Video gambar
R : kenapa suka itu?
S : Enak, ga terlalu serius

Student 4

R: Researcher
S: Students
R : *hello, what's your name?*
S : Fikri
R : *Do you like English?*
S : Yes
R : kenapa?
S : Menyenangkan, mudah dipahami, kan bahasa Inggris bahasa internasional, jadi penting banget

R : bahasa inggris penting tidak?
 S : Penting banget mas
 R : *why?* Kenapa?
 S : yak an bahasa internasional, jadi kalo kita ingin maju kita harus menguasainya mas
 R : Menurutmu membaca bahasa inggris itu sulit tidak?
 S : tidak begitu
 R : kenapa?
 S : kalau kita tahu rumus dan aturannya pasti mudah
 R : pernah diajarin membaca tentang deskripsi sesuatu ga?
 S : Pernah
 R : susah tidak?
 S : Agak bingung
 R : pernah belajar menggunakan media tidak? Apa aja?
 S : Video pernah
 R : supaya kamu lebih senang dengan bahasa inggris, kamu ingin pelajaran bahasa inggris ada apa? Misalnya, video, gambar atau apa?
 S : Video, music
 R : kenapa suka itu?
 S : Relax, enak didengerin dan dilihat ga terlalu serius

Student 5 & 6

R : *hello, what's your name?*
 S : Mia
 S : Vivi
 R : *Do you like English?*
 S : Yes
 S : No
 R : kenapa?
 S : kan bahasa Inggris bahasa internasional jadi harus suka
 S : susah
 R : bahasa inggris penting tidak?
 S : Penting banget mas
 R : *why?* Kenapa?
 S : untuk mencari pekerjaan biar lebih mudah, biar bisa ke luar negeri juga
 R : Menurutmu membaca bahasa inggris itu sulit tidak?
 S : Enggak
 S : Agak
 R : kenapa?
 S : harus teliti, mencermati setiap kata
 R : pernah diajarin membaca tentang deskripsi sesuatu ga?

S : Pernah
 R : susah tidak?
 S : Mudah
 R : pernah belajar menggunakan media tidak? Apa aja?
 S : Video pernah, gambar
 R : supaya kamu lebih senang dengan bahasa inggris, kamu ingin pelajaran bahasa inggris ada apa? Misalnya, video, gambar atau apa?
 S : Video, praktik
 R : kenapa suka itu?
 S : Lebih mudah, enak

INTERVIEW TRANSCRIPTS

Day/date : Tuesday, February 4th 2014
 Interviewer : Zaqi Bagus Perdana
 Interviewee : Dewi Retno Widaningrum
 Fikri Stio Rhamdhan
 Heri Kurniawan

R : Researcher

S : Student

Student 1

R : Namanya siapa dik? Bisa Tanya – Tanya soal pelajaran tadi?
 S : Fikri. Bisa
 R : Oke deh. Gimana pendapatnya pelajaran tadi?
 S : Kemaren asik
 R : Asyiknya dimana dik?
 S : Kita belajar pake media video, ada gambar dan penjelasannya
 R : Berarti videonya tadi membantu kalian memahami materi yang akan dipelajari ya?
 S : Memahami sekali, karena sama dengan teks bahasa Inggris. Sama penjelasan tentang Hong Kong dan Gajah
 R : O..berarti tadi videonya jelas ga?
 S : Jelas

R : Suka gak sama videonya?
 S : Suka sekali karena menarik
 R : Terus kalau soal topiknya gimana? Mudah atau sulit?
 S : Enggak, mudah
 R : Oke, sekarang gimana menurutmu tentang tadi pas mencari kata – kata sulit yang ada dalam bacaan?
 S : Tanya temen dan mengira-ira sendiri
 R : Good...sekarang tentang soal – soal nya tadi gimana, bisa mengerjakan tidak?
 S : Agak susah
 R : Berarti sudah dong dengan materinya ya?
 S : Sudah
 R : kamu merasa lebih semangat ga kalo pelajarannya pakai video?
 S : Iya lebih mendukung belajar
 R : Ada masukan ga buat pertemuan selanjutnya?
 S : Dikasih game lebih seru

Student 2

R : Namanya siapa dik? Bisa Tanya – Tanya soal pelajaran tadi?
 S : Ya. Nama saya Heri Kurniawan
 R : Oke deh. Gimana pendapatnya pelajaran tadi?
 S : Sebenarnya asik, videonya kurang lengkap jadi kurang paham.
 Harus semakin dilengkapi, kalau video pembelajaran ga usah panjang-panjang yang penting lengkap
 R : Asik ga?
 S : Ya Asiklah
 R : Berarti videonya tadi membantu kalian memahami materi yang akan dipelajari ya?
 S : Yak arena kalo ada gitu kan mesti ada jawabannya
 R : Suka gak sama videonya?
 S : Suka sih seneng

R : Terus kalau soal topiknya gimana? Mudah atau sult?

S : Hong Kong mudah permasalahannya banyak. Kalo Sherna ga tau masalahnya apa

R : Oke, sekarang gimana menurutmu tentang tadi pas mencari kata – kata sulit yang ada dalam bacaan?

S : Tanya Dewi. Kira kira

R : Good...sekarang tentang soal – soal nya tadi gimana, bisa mengerjakan tidak?

S : Ya setengah setengah

R : Berarti sudah dong dengan materinya ya?

S : Belum begitu, tapi lumayanlah

R : kamu merasa lebih semangat ga kalo pelajarannya pakai video?

S : Lebih semangat

R : Kenapa?

S : Jadi mudah dipahami

R : Ada masukan ga buat pertemuan selanjutnya?

S : Kalo bisa ada praktek dan lebih dijelaskan lagi

Student 3

R : Namanya siapa dik? Bisa Tanya – Tanya soal pelajaran tadi?

S : Bisa. Saya Dewi

R : Oke deh. Gimana pendapatnya pelajaran tadi?

S : Mmm lebih interaktif gitu

R : Berarti videonya tadi membantu kalian memahami materi yang akan dipelajari ya?

S : Iya

R : O..berarti tadi videonya jelas ga?

S : Mmmm jelas iya ga jelas iya. Logatnya orang luar beda, jadi susah

R : Suka gak sama videonya?

S : Suka

R : Terus kalau soal topiknya gimana? Mudah atau sult?

S : Mudah

- R : Oke, sekarang gimana menurutmu tentang tadi pas mencari kata – kata sulit yang ada dalam bacaan?
- S : Kira-kira
- R : Good...sekarang tentang soal – soal nya tadi gimana, bisa mengerjakan tidak?
- S : Mudah. Yang sulit suruh baca banyak
- R : Berarti sudah dong dengan materinya ya?
- S : Lumayan
- R : kamu merasa lebih semangat ga kalo pelajarannya pakai video?
- S : Seneng aja
- R : Kenapa?
- S : Jadi lebih menyenangkan
- R : Ada masukan ga buat pertemuan selanjutnya?
- S : Ya itu tadi soalnya yang banyak dan bacaannya sedikit

INTERVIEW TRANSCRIPTS

Day/date : Friday, February 14th 2014

Interviewer : Zaqi Bagus Perdana

Interviewee : Ferdika Adhi Pradana

Fifi Dwi Ardiani

Fikri Stio Rhamdhan

Nurmia Isnaniwati

R : Researcher

S : Students

Student 1

R : Halo dek, bisa tanya tanya sebentar?

S : Oke mas

R : Namanya siapa?

S : Fifi

R : Oke Fifi, Apakah kamu sudah menggunakan media video dalam belajar descriptive text?

S : Ya sudah mas

R : Gimana? Apakah video membantu kamu dalam memahami teks?

S : Iya mas, membantu sekali

R : Membantu gimana?

S : Ya karena ada gambar dan suaranya, jadi lebih jelas

R : Apakah kamu masih mengalami kesulitan dalam memahami descriptive text setelah menggunakan media video?

S : Enggak sih mas, jadi enak gak usah membayangkan

R : membayangkan gimana?

S : Ya kalo pake gambar atau Cuma teks aja kan susah membayangkan dulu, kalo pake video kelihatan jelas

R : Setelah menggunakan media video, apakah kamu dapat menarik kesimpulan isi teks dengan lebih mudah?

S : ya mas jadi lebih mudah

R : Apakah media video membuat kamu bersemangat dan merasa tidak bosan dalam mengikuti pelajaran Bahasa Inggris?

S : Iya. Karena waktu liat video seneng jadi ga bosan

R : Apakah video dapat menarik perhatian kamu dala belajar Bahasa Inggris?

S : Iya mas jadi lebih focus

Student 2

R : Halo dek, bisa tanya tanya sebentar?

S : Bisa

R : Namanya siapa?

S : Ferdika

R : Oke Ferdika, Apakah kamu sudah menggunakan media video dalam belajar descriptive text?

S : Ya udah

R : Gimana?Apakah video membantu kamu dalam memahami teks?

S : Lumayan

R : Lumayan gimana?

S : Lumayan membantu menjadi lebih memahami

R : Membantu gimana?

S : Videonya membuat lebih jelas mas

R : Apakah kamu masih mengalami kesulitan dalam memahami descriptive text setelah menggunakan media video?

S : Lumayan ada. Tapi rada mudeng

R : mudeng gimana?

S : Jadi lebih memahami isinya

R : Setelah menggunakan media video, apakah kamu dapat menarik kesimpulan isi teks dengan lebih mudah?

S : Masih kesulitan tapi lumayan memahami

R : Apakah media video membuat kamu bersemangat dan merasa tidak bosan dalam mengikuti pelajaran Bahasa Inggris?

S : Iya. Karena baru mas

R : Apakah video dapat menarik perhatian kamu dala belajar Bahasa Inggris?

S : Iya lumayan menarik

Student 3

R : Halo dek, bisa tanya tanya sebentar?

S : Bisa

R : Namanya siapa?

S : Mia

R : Oke Mia, Apakah kamu sudah menggunakan media video dalam belajar descriptive text?

S : Ya

R : Gimana?Apakah video membantu kamu dalam memahami teks?

S : Ya membantu

R : Membantu dalam hal apa? bagaimana?

S : Lebih memahami karena menarik

R : Menarik bagaimana?

S : Yak an pake video, jadi menarik. asik

R : Apakah kamu masih mengalami kesulitan dalam memahami descriptive text setelah menggunakan media video?

S : Tidak terlalu mengalami kesulitan sih mas

R : Setelah menggunakan media video, apakah kamu dapat menarik kesimpulan isi teks dengan lebih mudah?

S : Ya mas jadi lebih mudah

R : Apakah media video membuat kamu bersemangat dan merasa tidak bosan dalam mengikuti pelajaran Bahasa Inggris?

S : Iya banget mas

R : Bersemangat gimana?

S : Ya karena pake video

R : Apakah video dapat menarik perhatian kamu dala belajar Bahasa Inggris?

S : Iya banget bisa banget

Student 4

R : Halo dek, bisa tanya tanya sebentar?

S : Ya oke

R : Namanya siapa?

S : Fikri

R : Oke Fikri, Apakah kamu sudah menggunakan media video dalam belajar descriptive text?

S : Ya sudah

R : Gimana? Apakah video membantu kamu dalam memahami teks?

S : Ya sangat membantu

R : Membantu dalam hal apa? bagaimana?

S : Lebih memahami tesk, trus jadi jelas dalam memahami

R : Apakah kamu masih mengalami kesulitan dalam memahami descriptive text setelah menggunakan media video?

S : Tidak. Karena dalam video mengandung materi tentang deskripsi jadi lebih mudah

R : Setelah menggunakan media video, apakah kamu dapat menarik kesimpulan isi teks dengan lebih mudah?

S : Tentu saya yakin saya bisa

R : Apakah media video membuat kamu bersemangat dan merasa tidak bosan dalam mengikuti pelajaran Bahasa Inggris?

S : Iya banget, menjadi lebih semangat belajar karena senang

R : Apakah video dapat menarik perhatian kamu dala belajar Bahasa Inggris?

S : Iya banget bisa banget jadi lebih asik dan enjoy dalam mengikuti pelajaran

APPENDIX C

SAMPLE OF THE STUDENT'S

WORKSHEETS

rainfall.

Kota is city's oldest commercial area. It is located south of the old Sunda Kelapa harbour. Glodok, the south of Kota is a banking, retail and residential neighborhood with a large Chinese population. Merdeka Square with Monas (The National Monument) dominates the city's central district. Surrounding the square are Istana Merdeka, the presidential palace, the National Museum, and the Istiqlal Mosque.

<http://descriptivetext83.blogspot.com/2009>

17. The text above uses...

☒ a. present tense

c. future tense

b. past tense

d. past continues tense. ✓

18. What is the topic of the monolog?

a. Domination of Jakarta city

c. Sunda Kelapa ✓

b. Rain city

☒ d. Jakarta city

19. What is Jakarta?

a. A classic city in Indonesia

b. A harbor ✓

c. The most modern city Indonesia

☒ d. Administration city of Indonesia

20. Which one is true according to the text above?

☒ a. Jakarta is in the middle of Java island

b. Jakarta has high number of population

c. Jakarta is tourism city

d. Jakarta is chinesse city

My Timmy

I have some pets. However, my favorite pet is Timmy.

Timmy is a male tabby cat. He is very adorable with his soft stripes fur. He has innocent round eyes and feeble sweet voice. He always meows when I come home, he usually give me a kiss.

Timmy is a nice playmate. I'm so happy to spend my time with him. Most of the time, he's a good cat. It's almost impossible for me to be angry at him. In the morning, he always wakes up early. When he wakes up earlier, he waits quality by my bedside until I wake up.

iancendika.blogspot.com

21. When does Timmy usually give a kiss to the writer? When the writer....
 - ☒ a. feels hungry
 - ☐ b. goes to sleep
 - ☒ c. leaves home
 - ☐ d. comes home
22. Why is the writer almost impossible to be angry at his cat? Because
 - ☒ a. It has innocent round eyes
 - ☐ b. Most of the time, it is a good cat
 - ☐ c. It gives the writer kiss
 - ☒ d. It always wakes up early
23. The second paragraph tell about....
 - ☒ a. Characteristic
 - ☐ b. Habit
 - ☐ c. Habitat
 - ☐ d. Food
24. What is the purpose of the text about?
 - ☒ a. To describe place
 - ☐ b. To entertain the reader
 - ☐ c. To describe something
 - ☒ d. To tell how to care for cats

I Have a Cat

Spot is a regular house cat. He is an adorable cat. He has orange fur with white and black spots. I like to cuddle him because his fur feels soft. Every morning I give Spot milk. Spot does not like rice, so I give him cat food. Spot is an active animal. He likes to run around the house. He likes to chase everyone in my house. When he feels tired or sleepy, Spot usually sleeps on the sofa in the living room or sometimes under the table.

English in Focus

25. What kind of animal is Spot?

<input checked="" type="checkbox"/> a. Dog	<input type="checkbox"/> c. Lion
<input checked="" type="checkbox"/> b. Mouse	<input type="checkbox"/> d. Cat

26. What is Spot's fur like?

- a. Rough
- b. Soft
- ☒ c. Colorful
- d. Safe

27. What does Spot like to do?

- ☒ a. Swim around house
- ☒ b. Catch some fish
- c. Run around the house
- d. Sleep around the house

Tobey Maguire

Tobey Maguire is an American actor. His full name is Tobias Vincent Maguire. He is known for his role as Peter Parker/ Spider-Man in the Spider-Man film series. He stands about 172 cm. Besides, he has a muscular body that can really figure a super hero. He has big round eye and black straight hair. His physical appearance really supports his role as a super hero. Moreover he is very friendly that makes him loveable.

Scaffolding

28. What is Tobey Maguire?

- a. A Spider-Man
- b. A hero
- c. An actor
- ☒ d. A friendly man

29. How is Tobey looks like?

- ☒ a. He is 175cm high
- b. His hair is wavy
- c. His body is athletics
- d. He is an arrogant person

30. Moreover he is very friendly that makes him loveable. The word friendly has similar meaning with

- a. Busy
- ☒ b. Easy going
- c. Selfish
- d. Stolid

Kesit Nugroho
18
VIII A

Baturaden

Baturaden is a tourist destination in Banyumas regency, Central java, Indonesia. Baturaden located in the northern town of Purwokerto and just on the south slope of mount Slamet. With height 640 m above sea level. Air temperature ranges between 18°-25° Celsius with humidity from 70 to 80 mm Hg.

The air in Baturaden is very cool and the scenery is very beautiful and natural. From the town of Purwokerto, the road to Baturaden is only about 14 km to the north, and can be reached by public transportation.

Baturaden also a tourist area visited by many local tourists, as well as foreign tourists, especially on Sundays and national holidays. To accommodate them there are some hotels and in available there.

Adapted from Pendalaman Materi Ujian

1. What is the purpose of of the text?
 - a. To share experience.
 - ☒ b. To describe Baturaden.
 - c. Telling the way. ✓
 - d. To attract visitors.
2. Where is the object located?
 - ☒ a. Near Purwokerto
 - b. On the Mount Slamet slope ✓
 - c. On the top of Mount Slamet
 - d. About 14 kilometers from the mount
3. How many kilometers from town of Purwokerto to Baturaden are?
 - a. only about twenty four kilometers to the north
 - b. only about forty kilometers to the north ✓
 - ☒ c. only about fourteen kilometers to the north
 - d. only about forth kilometers to the north
4. In what days most of the visitors come to Baturaden?
 - a. Every weekends

- ☒ b. Sundays and national holidays
 - c. National days
 - d. Saturdays and Sundays
5. Where is the location of Purwokerto?
- a. In the north of Baturaden
 - ☒ b. In the south of Baturaden
 - c. In the Baturaden
 - d. To the north of Baturaden

SALSA

This is a Salsa. Salsa is an Indian elephant, but now it lives in The National Zoo in Washington, D.C. Salsa is young. It is 20 years old. It weighs up to 2500Kg and 2.1 m high at the shoulder. It may consume up to 200kg of grass a day. It is fond of banana plants, gingers, and leaves of various plants.

Salsa doesn't have sweat glands so it likes to cool off by rolling in a pond in the zoo. The mud that dries on its skin protects it from the sun. Salsa also likes taking a bath. It makes her fresh and relaxed. Mike, the zookeeper, helps Salsa take a bath. Mike does it everyday. He also feeds and talks to Salsa. Salsa likes this nice guy very much.

(Taken from: <http://faisalaminudin.blogspot.com/>)

Answer the questions based on the passage by crossing the letter!

6. What is the text about?

- ☒ a. National Zoo
- b. Big Animal
- c. Salsa Dance
- ☒ d. Indian Elephant

7. How does Sasa look like?

- a. It is small and old
- ☒ b. It is huge and young
- c. It is small and young
- d. It is big and kid

8. Where is Salsa now?

- a. In Indian reservation
- ☒ c. In the jungle of Africa
- b. In the zoo
- d. In the National Zoo, Washington, D.C

9. Does Salsa like Mike?

- ☒ a. yes, she does
- c. yes, he does
- b. No, it doesn't
- d. no, she doesn't

10. "Salsa likes this nice guy very much." The synonym of nice is

- a. bad
- ☒ b. Good
- c. Terrible
- d. Awful

Prambanan Temple

Prambanan is the largest Hindu temple compound in Central Java in Indonesia, located approximately 18 km east of Yogyakarta. It is characterised by its tall and pointed architecture, typical of Hindu temple architecture, and by the 47 m high central building inside a large complex of individual temples. It was built around 850 CE by either Rakai Pikatan, king of the second Mataram Dynasty, or Balitung Maha Sambu, during the Sanjaya Dynasty. Not long after

its construction, the temple was abandoned and began to deteriorate. Reconstruction of the compound began in 1918. The main building was completed in around 1953.

<http://www.kursusmudahbahasainggris.com//>

11. What is the paragraph tell us about?

- a. The process of Prambanan making
- b. The king of Prambanan
- c. Mataram Dynasti ✓
- ☒ d. The characteristic of Prambanan temple

12. How many is the height of Prambanan temple?

- a. It is 18km east of Yogyakarta
- b. It is 850 CE ✓
- ☒ c. It is 47m
- d. It Began in 1918

13. How long that the process of reconstruction of Prambanan temple?

- a. 850 years
- ☒ b. 35 years ✓
- c. In 1918
- d. In 1953

Tiger

Tigers are the largest members of the feline family. They inhabit a wide area of land, stretching from Siberia to north-eastern China, India, and Indochina and make their habitat mainly in rainforests, mangroves, and boreal forests (taigas). Tigers are not fast runners. However, they are able to jump amazingly well, a skill they make use of when sneaking up and pouncing on their prey. The hair on their back is yellow with black, horizontal stripes. Tigers found in the northern regions tend to be light yellow in color while those in the southern regions are more orangish. For food, tigers eat almost anything depending on what they can find in their

place of habitat, from insects (locusts, etc.) and small animals to large ones such as deer, wild boars, and cows.

<http://englishjuniorhighschool.blogspot.com//>

14. According to the passage, where is the tiger not life?

- a. Rainforest
- b. Mangroves
- ☒ c. Beach
- d. Boreal forests

15. What is the special skill of tiger?

- a. Jump
- ☒ b. Run
- c. Fly
- d. Swim

16. What is the difference between tigers that are found in north region and the one that is found in south region?

- a. The tiger from the north is faster than the one from the south
- ☒ b. The tiger from the north can jump higher than the one from the south
- c. The tiger from the south is more yellowish than the one from the north
- d. The tiger from the north is telowish than the one from the south

JAKARTA

Jakarta is the capital city of Indonesia. It is centrally located within the country on the northwest coast of Java Island at the mouth of the Ciliwung river. Jakarta dominates Indonesian's administrative, economy, cultural activities, and is a major commercial and transportation hub within Asia-with a population of about 9 million, Jakarta has more people than any other cities in Indonesia. The climate is hot and humid year-round. Rainfall occurs throughout the year, although it is the heaviest from November to May. To average annual precipitation in Jakarta is 1,790 mm. The city lies on a flat, low plain and is prone to flooding during periods of heavy

Nama = Nurmi Islahwati
No = 21
Kelas = VIII A

Handout meeting 3

Task 1

Watch the video and do the task below

Keraton Ratu Boko

Keraton Ratu Boko is located at Prambanan Yogyakarta. It is located at 3 km south from Prambanan temple. It is also located in seribu mountain range or Gunung Kidul. This range is end at Opa river that the water runs from north till Hindia ocean (laut selatan). The palace was built by Balaputradewa from Syailendra dynasty in the middle of 9th century as a strong fortress from Rakai Pikatan from Sanjaya Dynasty. The part of Ratu Boko palace is the gate, the town square and candi pembakaran. Candi pembakaran was used to burn a corpse. In the behind of Candi Pembakaran, there is a lake to wash the crops before be burned. The name is Telaga Ratu Boko.

1. Where is the location of candi boko? at 3 km south from Prambanan temple
2. Who built it? Balaputra from Syailendra dynasty
3. Mention the part of keraton ratu boko palace in the gate, the town square & candi pembakaran
4. What is the use of the gate?
5. What is the function of candi pembakaran? Candi pembakaran was used to burn a corpse
6. What is the telaga ratu book used for? lake to wash the crops before be burned

Task 2

It is an email from Rianna to Tince. Please analyze the text and do the task

Singapore

Have you ever visited Singapore? Well, if you haven't, let me tell you about Singapore. Singapore is an island city. Its population is about three million people. Most Singaporeans live in high-rise apartments.

Uhm...Singapore is a beautiful city with lots of parks and open spaces. It is also a very clean city. You know, the business district is very modern, with lots of tall and new buildings.

Now, let me tell you about the old section of the city. In Chinatown, there are rows of old shop houses. The government buildings in Singapore are also very unique and antique. They date from the British colonial days.

Shopping! Wow, this is the part that I like very much! Singapore is famous for its many good shopping centers. Most of the goods are duty free. It's a heaven for shoppers!

What about food? Ummm ..yummy..yummy. It's delicious. Singapore's restaurants provide Chinese, Indian, Malay, and European food, and the prices are quite reasonable. I bet you'll like it.

Well, since Singapore lies near the equatorial line, of course, it has a tropical climate, with a nice weather in both dry and rainy season.

1. What is the text mainly about? *Singapore*
 2. How many the citizens are there in Singapore? *three million*
 3. How is the atmosphere in the city of Singapore? *Singapore is famous for its many good*
 4. Mention the old part of Singapore *there are rows of old shop houses*
 5. "Most of the goods are duty free. It's a heaven for shoppers!" what is the meaning of duty free in the fourth paragraph? *tax - free*
 6. What about the food in the Singapore? *yummy it's delicious, Singapore restaurant provide*
 7. Because of Singapore is near the equatorial line, it means that *Chinese, Indian, Malay, and European food, and the prices are quite reasonable*
- Task 3** *It has a tropical climate, with a nice weather in both dry and rainy season*

centers shopping

Watch the video and do the task

Hong Kong

Hong Kong is located in South China Hong Kong is a peninsula with more than 200 islands, but only a handful of them is inhabited. Hong Kong is the most densely packed cities on earth. The population is nearly 7 million people while the size is 1,102 km². The city is very modern. Hong Kong builds so many real estates in the hill and even land reclaimed from the sea. The foundations of them are not earth, but money. Hong Kong has more billionaires per capita than any place on earth. It is \$5,538,300,000. People in Hong Kong have a knack for making a buck. In Hong Kong people must change to survive and money buys change. Hong Kong is just like a machine. It changes every day. Hong Kong is the fastest city in the world. If a people walk slowly, he will be gone and past, cannot survive in here. Beside of them, Hong Kong is blessed with one of world's great natural anchorages. In Hong Kong there are a big harbor named Victoria harbor. Besides, there are also some huge and modern buildings like the office tower of Hong Kong and Shanghai bank and also international finance center.

1. What is the text mainly about? *HongKong*
2. What is the main problem of Hongkong?
3. In which sector is the strength of Hongkong?
4. If you life in Hongkong, what must you do to survive in there?
5. Mention some massive building in Hongkong *Shanghai Bank, the office tower of Hongkong*
6. Hongkong has more billionaires per capita than any place on earth. It means that
7. The population is nearly 7 million people while the size is ...it means that

1,102 km²

international finance center and also

APPENDIX D

**THE SCORE OF PRETESTS AND
POSTTEST**

**NILAI PERKEMBANGAN SISWA KELAS VIII A
SMP NEGERI 1 PRAMBANAN TAHUN PELAJARAN 2013/2014**

MATA PELAJARAN : BAHASA INGGRIS
KELAS : VIII A

SEMESTER : GENAP
TAHUN : 2014

NO	NIS	NAMA	L/P	NILAI PRETEST	Content I	Content II	Content III	Nilai Akhir
1	4330	ALFIAN RAHMATDANI	L	3	3.5	4	3.5	8.3
2	4331	ANUGRAH RIFLI RAMADHAN	L	3.3	3.5	4	3.5	
3	4332	DAVID KURNIAWAN	L	5	3.5	4.5	3.5	8.6
4	4333	DEVA APRISEL DEWANTARI	P	7.3	4	4.5	4	9.6
5	4334	DEWI RETNO WIDANINGRUM	P	9	4	4.5	4.5	9.6
6	4335	DIKY HADI YUDA PRATAMA	L	6	3.5	4.5	3.5	9.3
7	4336	DIMAS ILHAM TRI RAMADHAN	L	6	3.5	4	3.5	9.6
8	4337	EMY LIA NOVIYANTI PUTRI	P	8	3.5	4.5	4	10
9	4338	ERWINTA SEPTIAWAN	L	6.7	3.5	4.5	3.5	10
10	4339	FAJAR MURDIYANTORO	L	6	3.5	4	3.5	10
11	4340	FERDIKA ADHI PRADANA	L	4	3.5	4	3.5	9.6
12	4341	FIFI DWI ARDIANI	P	7	4	4	4.5	10
13	4342	FIKA DWI PRADIKA	P	7.3	3.5	4	4.5	10
14	4343	FIKRI STIO RHAMDHAN	L	7	4	4	4.5	10
15	4344	FITRIA RISMAWATI	P	5.3	3	4	4.5	5.3
16	4345	HERI KURNIAWAN	L	4.3	3.5	4	4.5	7.6
17	4346	IKHSAN FIRMANSYAH	L	5	3	4	3.5	9.6
18	4347	KESIT NUGROHO	L	6.3	3.5	4.5	3.5	7.3
19	4348	MUHAMMAD SAYFULLOH	L	2.3	3.5	4	3.5	8.6
20	4349	NOVIYANTI WISMANDARI	P	8	3.5	4	4.5	9
21	4350	NURMIA ISNANIWATI	P	8.3	4.5	4.5	4.5	9.6
22	4351	RINTAN NUR AZIZAH	P	9	4	4	4.5	10
23	4352	RITA ISTININGSIH	P	5.3	4	4	4.5	9
24	4353	RIZKI ROSTEVIANA	P	8	4.5	4.5	4.5	10
Nilai Rata-rata				6.14166667	3.66666667	4.1875	4	9.15652174

Keterangan:

Laki-laki 13
Perempuan 11

Prambanan,
Guru Mata Pelajaran

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NIP

**NILAI PERKEMBANGAN SISWA KELAS VIII A
SMP NEGERI 1 PRAMBANAN TAHUN PELAJARAN 2013/2014**

MATA PELAJARAN : BAHASA INGGRIS
KELAS : VIII A

SEMESTER : GENAP
TAHUN : 2014

NO	NIS	NAMA	L/P	NILAI PRETEST	Fluency I	Fluency II	Fluency III	Nilai Akhir
1	4330	ALFIAN RAHMATDANI	L	3	1	1	1	8.3
2	4331	ANUGRAH RIFLI RAMADHAN	L	3.3	1	1	1	
3	4332	DAVID KURNIAWAN	L	5	2	2	2	8.6
4	4333	DEVA APRISEL DEWANTARI	P	7.3	2	2	3	9.6
5	4334	DEWI RETNO WIDANINGRUM	P	9	3	3	4	9.6
6	4335	DIKY HADI YUDA PRATAMA	L	6	2	2	3	9.3
7	4336	DIMAS ILHAM TRI RAMADHAN	L	6	2	2	2	9.6
8	4337	EMY LIA NOVIYANTI PUTRI	P	8	2	3	3	10
9	4338	ERWINTA SEPTIAWAN	L	6.7	1	1	2	10
10	4339	FAJAR MURDIYANTORO	L	6	2	2	2	10
11	4340	FERDIKA ADHI PRADANA	L	4	2	2	3	9.6
12	4341	FIFI DWI ARDIANI	P	7	2	2	3	10
13	4342	FIKA DWI PRADIKA	P	7.3	2	2	3	10
14	4343	FIKRI STIO RHAMDHAN	L	7	3	3	3	10
15	4344	FITRIA RISMAWATI	P	5.3	1	1	1	5.3
16	4345	HERI KURNIAWAN	L	4.3	1	1	1	7.6
17	4346	IKHSAN FIRMANSYAH	L	5	1	1	2	9.6
18	4347	KESIT NUGROHO	L	6.3	1	2	2	7.3
19	4348	MUHAMMAD SAYFULLOH	L	2.3	1	1	2	8.6
20	4349	NOVIYANTI WISMANDARI	P	8	2	3	3	9
21	4350	NURMIA ISNANIWATI	P	8.3	3	3	4	9.6
22	4351	RINTAN NUR AZIZAH	P	9	3	3	3	10
23	4352	RITA ISTININGSIH	P	5.3	2	2	3	9
24	4353	RIZKI ROSTEVIANA	P	8	2	2	3	10
Jumlah nilai rata-rata				6.14166667	1.83333333	1.95833333	2.45833333	9.15652174

Keterangan:

Laki-laki 13
Perempuan 11

Prambanan,
Guru Mata Pelajaran

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NIP

**NILAI PERKEMBANGAN SISWA KELAS VIII A
SMP NEGERI 1 PRAMBANAN TAHUN PELAJARAN 2013/2014**

MATA PELAJARAN : BAHASA INGGRIS
KELAS : VIII A

SEMESTER : GENAP
TAHUN : 2014

NO	NIS	NAMA	L/P	NILAI PRETEST	Motivation I	Motivation II	Motivation III	Nilai Akhir
1	4330	ALFIAN RAHMATDANI	L	3	2	2	3	8.3
2	4331	ANUGRAH RIFLI RAMADHAN	L	3.3	1	2	3	
3	4332	DAVID KURNIAWAN	L	5	2	2	3	8.6
4	4333	DEVA APRISEL DEWANTARI	P	7.3	3	3	4	9.6
5	4334	DEWI RETNO WIDANINGRUM	P	9	4	4	5	9.6
6	4335	DIKY HADI YUDA PRATAMA	L	6	2	3	3	9.3
7	4336	DIMAS ILHAM TRI RAMADHAN	L	6	2	3	3	9.6
8	4337	EMY LIA NOVIYANTI PUTRI	P	8	3	3	4	10
9	4338	ERWINTA SEPTIAWAN	L	6.7	3	3	4	10
10	4339	FAJAR MURDIYANTORO	L	6	3	3	4	10
11	4340	FERDIKA ADHI PRADANA	L	4	3	3	4	9.6
12	4341	FIFI DWI ARDIANI	P	7	3	4	4	10
13	4342	FIKA DWI PRADIKA	P	7.3	3	4	4	10
14	4343	FIKRI STIO RHAMDHAN	L	7	4	4	5	10
15	4344	FITRIA RISMAWATI	P	5.3	3	3	3	5.3
16	4345	HERI KURNIAWAN	L	4.3	2	2	3	7.6
17	4346	IKHSAN FIRMANSYAH	L	5	1	2	4	9.6
18	4347	KESIT NUGROHO	L	6.3	2	3	4	7.3
19	4348	MUHAMMAD SAYFULLOH	L	2.3	1	2	3	8.6
20	4349	NOVIYANTI WISMANDARI	P	8	2	3	4	9
21	4350	NURMIA ISNANIWATI	P	8.3	4	4	5	9.6
22	4351	RINTAN NUR AZIZAH	P	9	4	4	5	10
23	4352	RITA ISTININGSIH	P	5.3	3	3	4	9
24	4353	RIZKI ROSTEVIANA	P	8	3	4	5	10
Jumlah Nilai Rata-Rata				6.14166667	2.625	3.04166667	3.875	9.15652174

Keterangan:

Laki-laki 13

Perempuan 11

Prambanan,
Guru Mata Pelajaran

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**NILAI PERKEMBANGAN SISWA KELAS VIII A
SMP NEGERI 1 PRAMBANAN TAHUN PELAJARAN 2013/2014**

MATA PELAJARAN : BAHASA INGGRIS
KELAS : VIII A

SEMESTER : GENAP
TAHUN : 2014

NO	NIS	NAMA	L/P	NILAI PRETEST	Vocab I	Vocab II	Vocab III	Nilai Akhir
1	4330	ALFIAN RAHMATDANI	L	3	1	1	1	8.3
2	4331	ANUGRAH RIFLI RAMADHAN	L	3.3	1	1	2	
3	4332	DAVID KURNIAWAN	L	5	2	2	2	8.6
4	4333	DEVA APRISEL DEWANTARI	P	7.3	3	3	4	9.6
5	4334	DEWI RETNO WIDANINGRUM	P	9	4	4	5	9.6
6	4335	DIKY HADI YUDA PRATAMA	L	6	2	2	3	9.3
7	4336	DIMAS ILHAM TRI RAMADHAN	L	6	2	2	2	9.6
8	4337	EMY LIA NOVIYANTI PUTRI	P	8	3	3	3	10
9	4338	ERWINTA SEPTIAWAN	L	6.7	2	2	2	10
10	4339	FAJAR MURDIYANTORO	L	6	2	2	2	10
11	4340	FERDIKA ADHI PRADANA	L	4	2	2	4	9.6
12	4341	FIFI DWI ARDIANI	P	7	3	3	4	10
13	4342	FIKA DWI PRADIKA	P	7.3	3	4	4	10
14	4343	FIKRI STIO RHAMDHAN	L	7	3	3	4	10
15	4344	FITRIA RISMAWATI	P	5.3	1	1	1	5.3
16	4345	HERI KURNIAWAN	L	4.3	1	1	1	7.6
17	4346	IKHSAN FIRMANSYAH	L	5	1	1	2	9.6
18	4347	KESIT NUGROHO	L	6.3	2	2	3	7.3
19	4348	MUHAMMAD SAYFULLOH	L	2.3	1	1	1	8.6
20	4349	NOVIYANTI WISMANDARI	P	8	3	3	4	9
21	4350	NURMIA ISNANIWATI	P	8.3	4	4	5	9.6
22	4351	RINTAN NUR AZIZAH	P	9	4	4	5	10
23	4352	RITA ISTININGSIH	P	5.3	2	2	3	9
24	4353	RIZKI ROSTEVIANA	P	8	2	2	3	10
Jumlah Nilai Rata-rata				6.14166667	2.25	2.29166667	2.91666667	9.15652174

Keterangan:

Laki-laki 13

Perempuan 11

Prambanan,
Guru Mata Pelajaran

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**NILAI PERKEMBANGAN SISWA KELAS VIII A
SMP NEGERI 1 PRAMBANAN TAHUN PELAJARAN 2013/2014**

MATA PELAJARAN : BAHASA INGGRIS
KELAS : VIII A

SEMESTER : GENAP
TAHUN : 2014

NO	NIS	NAMA	L/P	NILAI PRETEST	Nilai Tugas Kelompok 1	Nilai Tugas Kelompok 2	Nilai Tugas Individu	Nilai POSTTEST
1	4330	ALFIAN RAHMATDANI	L	3	7	7.5	7	8.3
2	4331	ANUGRAH RIFLI RAMADHAN	L	3.3	7	7.5	7	
3	4332	DAVID KURNIAWAN	L	5	7	8.5	7	8.6
4	4333	DEVA APRISEL DEWANTARI	P	7.3	8	9	7.5	9.6
5	4334	DEWI RETNO WIDANINGRUM	P	9	8.5	8.5	8.5	9.6
6	4335	DIKY HADI YUDA PRATAMA	L	6	7	8.5	7	9.3
7	4336	DIMAS ILHAM TRI RAMADHAN	L	6	7	7.5	7	9.6
8	4337	EMY LIA NOVIYANTI PUTRI	P	8	7	9	7.5	10
9	4338	ERWINTA SEPTIAWAN	L	6.7	7	8.5	7	10
10	4339	FAJAR MURDIYANTORO	L	6	7	7.5	7	10
11	4340	FERDIKA ADHI PRADANA	L	4	7	7.5	7	9.6
12	4341	FIFI DWI ARDIANI	P	7	8	8	8.5	10
13	4342	FIKA DWI PRADIKA	P	7.3	7	8	8.5	10
14	4343	FIKRI STIO RHAMDHAN	L	7	8,5	7.5	8.5	10
15	4344	FITRIA RISMAWATI	P	5.3	6	7.5	8.5	5.3
16	4345	HERI KURNIAWAN	L	4.3	7	7.5	8	7.6
17	4346	IKHSAN FIRMANSYAH	L	5	6	7.5	7	9.6
18	4347	KESIT NUGROHO	L	6.3	7	8.5	7	7.3
19	4348	MUHAMMAD SAYFULLOH	L	2.3	7	7.5	7	8.6
20	4349	NOVIYANTI WISMANDARI	P	8	7	8	8.5	9
21	4350	NURMIA ISNANIWATI	P	8.3	8.5	9	8.5	9.6
22	4351	RINTAN NUR AZIZAH	P	9	8	8	8.5	10
23	4352	RITA ISTININGSIH	P	5.3	8	7.5	8.5	9
24	4353	RIZKI ROSTEVIANA	P	8	9	9	8.5	10

Keterangan:

Laki-laki 13
Perempuan 11

Prambanan,
Guru Mata Pelajaran

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NIP

APPENDIX E

STUDENTS' NAME LIST

No	Name
1.	ALFIAN RAHMATDANI
2.	ANUGRAH RIFLI RAMADHAN
3.	DAVID KURNIAWAN
4.	DEVA APRISEL DEWANTARI
5.	DEWI RETNO WIDANINGRUM
6.	DIKY HADI YUDA PRATAMA
7.	DIMAS ILHAM TRI RAMADHAN
8.	EMY LIA NOVIYANTI PUTRI
9.	ERWINTA SEPTIAWAN
10.	FAJAR MURDIYANTORO
11.	FERDIKA ADHI PRADANA
12.	FIFI DWI ARDIANI
13.	FIKA DWI PRADIKA
14.	FIKRI STIO RHAMDHAN
15.	FITRIA RISMAWATI
16.	HERI KURNIAWAN
17.	IKHSAN FIRMANSYAH
18.	KESIT NUGROHO
19.	MUHAMMAD SAYFULLOH
20.	NOVIYANTI WISMANDARI
21.	NURMIA ISNANIWATI
22.	RINTAN NUR AZIZAH
23.	RITA ISTININGSIH
24.	RIZKI ROSTEVIANA

APPENDIX F

COURSE GRIDS

COURSE GRID

School : SMP Negeri I Prambanan Sleman
Subject : English

Class : VIII A

Standard of competence	Basic competencies	Indicators	Materials	Learning and Teaching Activities	Assessment	Source	Media
Memahami makna teks tulis fungsional dan esei pendek sangat sederhana berbentuk <i>descriptive</i> dan <i>procedure</i> yang berkaitan dengan lingkungan terdekat	Merespon makna dan langkah retorika secara akurat, lancar dan berterima dalam esei sangat sederhana yang berkaitan dengan lingkungan terdekat dalam teks berbentuk <i>descriptive</i> dan <i>procedure</i>	<ol style="list-style-type: none"> The students are able to identify the topic of the text The students are able to find the main idea of the text, The students are able to recognize language features of descriptive text, The students are able to differentiate between the main idea and the supporting details of each paragraph in descriptive text, The students are able to know the meaning of certain vocabulary related to descriptive text. The students are able 	<ol style="list-style-type: none"> Descriptive texts Generic Structure of descriptive text Vocabulary : adjective, favorite, animal, part of human body, part of animal body, part of a place, direction Grammar : Simple present tense 	<ol style="list-style-type: none"> <i>Opening Activity</i> <ol style="list-style-type: none"> <i>Teacher greets the students and vice versa.</i> <i>Teacher checks the attendance list</i> <i>Main Activity</i> <ol style="list-style-type: none"> <i>BKOF</i> <ul style="list-style-type: none"> <i>Asking some question about the topic</i> <i>Introducing and exploring the descriptive</i> 	<ol style="list-style-type: none"> Technique: Written test Form: Short answer questions. Instruments: Text and questions related to the text. 	<p>National Geographic</p> <p>Internet (journals, teacher's blogs and lecturer's blogs)</p> <p>Scaffolding by Joko Priyana, Arnis Rahayu Irjayani, Virga R (2008)</p> <p>English in Focus by Artono Wadiman,</p>	<p>videos</p> <p>Students' work-sheets</p>

		to recognize the generic structure		<p><i>texts</i></p> <p><i>b. MOT</i></p> <ul style="list-style-type: none"> • <i>Giving an example of descriptive text</i> • <i>Explaining about descriptive text, identifying the topic and generic structure</i> • <i>Identifying the important information in descriptive text</i> <p><i>c. JCOT</i></p> <ul style="list-style-type: none"> • <i>Watching the video</i> • <i>Reading the text related to the</i> 		Masduki B. Jahur, and M. Sukirman Djusna (2008)	
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				<p><i>video</i></p> <ul style="list-style-type: none"> • <i>Identifying the topic and generic structure of the text</i> • <i>Asserting the text using 5W + 1 H questions</i> • <i>Doing tasks related to the text with the group</i> • <i>Discussing the answer of the students</i> <p><i>d. ICOT</i></p> <ul style="list-style-type: none"> • <i>Reading and analyzing a descriptive text individually</i> • <i>Doing the task</i> 			
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				<p><i>individually</i></p> <ul style="list-style-type: none"> • <i>Making sentences using the adjective words from the text</i> <p>e. <i>LRT</i></p> <ul style="list-style-type: none"> • <i>Giving homework finding and summarizing a descriptive text</i> <p>3. <i>Closing Activity</i></p> <p>a. Teacher gives reinforcement and comment.</p> <p>b. Teacher summarizes the lesson.</p>			
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COURSE GRID

School : SMP Negeri I Prambanan Sleman
Subject : English

Class : VIII A

Standard of competence	Basic competencies	Indiators	Materials	Learning and Teaching Activities	Assessment	Source	Media
Memahami makna teks tulis fungsional dan esei pendek sangat sederhana berbentuk <i>descriptive</i> dan <i>procedure</i> yang berkaitan dengan lingkungan terdekat	Merespon makna dan langkah retorika secara akurat, lancar dan berterima dalam esei sangat sederhana yang berkaitan dengan lingkungan terdekat dalam teks berbentuk <i>descriptive</i> dan <i>procedure</i>	<ol style="list-style-type: none"> The students are able to understand descriptive text, The students are able to find the main idea of the text, recognize the generic structure and language features of descriptive text, The students are able to differentiate between the main idea and the supporting details of each paragraph in descriptive text, 	5. Descriptive texts 6. Generic Structure of descriptive text 7. Vocabularies : adjective, favorite, animal, part of human body, part of animal body, part of a place, direction 8. Grammar : Simple present tense	<ol style="list-style-type: none"> <i>Opening Activity</i> <ol style="list-style-type: none"> <i>Teacher greets the students and vice versa.</i> <i>Teacher checks the attendance list</i> <i>Main Activity</i> <ol style="list-style-type: none"> <i>JCOT</i> <ul style="list-style-type: none"> <i>Discussing the homework</i> <i>Giving feedback to the students</i> <i>Watching the documentary</i> 	<ol style="list-style-type: none"> Technique: Written test Form: Short answer questions, fill the blanks. Instruments: Text and questions related to the text. 	<p>National Geographic</p> <p>Internet (journals, teacher's blogs and lecturer's blogs)</p> <p>Scaffolding by by Joko Priyana, Arnis Rahayu Irjayani, Virga R (2008)</p> <p>English in Focus by Artono Wadiman,</p>	<p>videos</p> <p>Students' worksheets</p>

		<p>4. The students are able to know the meaning of certain vocabulary related to descriptive text,</p> <p>5. The students are able to Identify the picture and the characteristic of the objects in the texts,</p> <p>6. The students are able to draw a conclusion and make an inference of descriptive texts,</p> <p>7. The students are able to make a judgment related to the text,</p> <p>8. The students are able to implement the words from descriptive text</p>		<p><i>video</i></p> <p>g. <i>ICOT</i></p> <ul style="list-style-type: none"> • <i>Reading a descriptive text related to the video</i> • <i>Doing the tasks individually</i> <p>6. <i>Closing Activity</i></p> <p>c. Teacher gives reinforcement and comment.</p> <p>d. Teacher summarizes the lesson.</p>		<p>Masduki B. Jahur, and M. Sukirman Djusna (2008)</p>	
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APPENDIX G

THE LESSON PLANS

The Lesson Plan in First Cycle

LESSON PLAN (Cycle 1 – Meeting 1)

SMA/MA	:	SMP Negeri 1 Prambanan
Subject	:	English
Year/Semester	:	VIII/2
Time Allotment	:	2 x 40' (one meeting)
Skill	:	Reading
Type of Text	:	Descriptive

I. Standard of Competence :

11 Reading

Understanding the meaning of functional written texts and very simple short essays in the form of descriptive and procedure that related to the close circle.

II. Basic Competence :

Responding the meanings and rhetoric steps accurately, fluently and acceptable in very simple essays that related to the close circle in the form of descriptive and procedure texts

III. Indicators :

1. Identify the topic of the text
2. Find the main idea of the text
3. Recognize language features of descriptive texts.

4. Differentiate between the main idea and the supporting details of each paragraph in descriptive texts.
5. Know the meaning of certain vocabulary related to the descriptive texts.
6. Recognize the generic structure

IV. Objectives :

At the end of the lesson, students are able to:

1. Knowing the components of descriptive texts
2. Identifying the components of descriptive texts

V. Materials :

1. Descriptive texts
 - a. The nature of descriptive text
 - b. Descriptive text “My Nice Student in My Class”
 - c. Descriptive text “Yuta”
 - d. Descriptive text “Megacities Hong Kong”
2. Vocabularies
 - a. Adjective
3. Grammar
 - a. Simple Present Tense

VI. Activities:

No	Steps	Time Allotment (Minutes)
A.	<i>Opening Activity</i>	5
	1. Teacher greets the students and vice versa.	-
	2. Teacher checks the attendance list	-
B.	<i>Main Activity</i>	70
	BKOF	-
	1. Teacher asks some questions related to the topic	-
	2. Teacher tells the students about the purpose of study which have to be reached by the students.	-
	3. Teacher give a sample of descriptive text and the students read it	-
		-
	MOT	
	1. Teacher give a text and the students analyze it	-
		-
	2. Teacher explains about the descriptive text and identify the topic and generic structure of descriptive text	-
	3. Student identify the important information in descriptive text	
	JCOT	
	1. The students watch the video.	
	2. The students read the text related to the video	
	3. The students identify the topic and generic structure of the text	
	4. The students assert the text using 5W + 1 H questions	

	5. The students Do some tasks related to the text with the group 6. Teacher and the students discuss the answers ICOT 1. The students do the tasks individually 2. The teacher discuss the students' work and gives feedback 3. The students make some words using vocabulary from the texts LRT 1. The teacher gives homework to the students	
C.	<i>Closing Activity</i> 1. Teacher gives reinforcement and comment. 2. Teacher summarizes the lesson.	5 - -

VII. Learning Sources : oemaherpepe.wordpress.com, www.englishindo.com, national geographic video, Scaffolding by Joko Priyana, Arnis Rahayu Irjayani, Virga R (2008), English in Focus by Artono Wadiman, Masduki B. Jahur, and M. Sukirman Djusna (2008)

VIII. Exercise :

The teacher gives exercise the students with the following requirement:

- a. Type : Written test
- b. Form : analyze, translate, answer
- c. Instruments : It can be seen on the appendix

Instruction : Analyze the text and find the generic structure and the characteristic of the object, The following are a series of vocabularies, please find the meaning of the words, find the

similarities and make sentences using the words, Watch the video carefully, and answer the following questions

The Lesson Plan in First Cycle

LESSON PLAN (Cycle 1 – Meeting 2)

SMA/MA	:	SMP Negeri 1 Prambanan
Subject	:	English
Year/Semester	:	VIII/2
Time Allotment	:	2 x 40' (one meeting)
Skill	:	Reading
Type of Text	:	Descriptive

I. Standard of Competence :

11 Reading

Understanding the meaning of functional written texts and very simple short essays in the form of descriptive and procedure that related to the close circle.

II. Basic Competence :

Responding the meanings and rhetoric steps accurately, fluently and acceptable in very simple essays that related to the close circle in the form of descriptive and procedure texts

III. Indicators :

1. Identify the topic of the text
2. Find the main idea of the text
3. Recognize language features of descriptive texts.

4. Differentiate between the main idea and the supporting details of each paragraph in descriptive texts.
5. Know the meaning of certain vocabulary related to the descriptive texts.
6. Identify the picture and the characteristic of the objects in the texts.
7. Draw a conclusion and make an inference of descriptive texts.
8. Make a judgment related to the text. .

IV. Objectives :

At the end of the lesson, students are able to:

1. Knowing the components of descriptive texts
2. Identifying the components of descriptive texts
3. Concluding and judging the texts

V. Materials :

1. Descriptive texts
 - a. Descriptive text “Sherna the Elephant”
 - b. Descriptive text “Tobey Maguire”
2. Vocabularies
 - a. Adjective
3. Grammar
 - a. Simple Present Tense
4. Pictures

VI. Activities:

No	Steps	Time Allotment (Minutes)
A.	<i>Opening Activity</i>	5
	1. Teacher greets the students and vice versa.	-
	2. Teacher checks the attendance list	-
B.	<i>Main Activity</i>	70
	JCOT	-
	1. Teacher and students discuss the students' homework	-
	2. Teacher gives feedback to the students	-
	3. Students watch the video	-
	4. Students read a text related to the video	-
	5. Students discuss the text	-
	6. The teacher gives feedback to the students	-
	ICOT	-
	1. The students read a text	-
	2. The students do the tasks individually	-
C.	<i>Closing Activity</i>	5
	1. Teacher gives reinforcement and comment.	-
	2. Teacher summarizes the lesson.	-

Learning Sources : Scaffolding, National Geographic, Scaffolding by Joko Priyana, Arnis Rahayu Irjayani, Virga R (2008), English in Focus by Artono Wadiman, Masduki B. Jahur, and M. Sukirman Djusna (2008)

VII. Exercise :

The teacher gives exercise the students with the following requirement:

- a. Type : Written test, oral test
- b. Form : analyze, translate, answer, give opinion
- c. Instruments : It can be seen on the appendix

Instruction : Watch the video carefully, study the text and answer the question, Translate and study the words, fill the blank with the following words, Look at the pictures and then make a text using the pictures,

The Lesson Plan in Second Cycle

LESSON PLAN (Cycle 2 – Meeting 1)

SMA/MA	:	SMP Negeri 1 Prambanan
Subject	:	English
Year/Semester	:	VIII/2
Time Allotment	:	2 x 40' (one meeting)
Skill	:	Reading
Type of Text	:	Descriptive

I. Standard of Competence :

11 Reading

Understanding the meaning of functional written texts and very simple short essays in the form of descriptive and procedure that related to the close circle.

II. Basic Competence :

Responding the meanings and rhetoric steps accurately, fluently and acceptable in very simple essays that related to the close circle in the form of descriptive and procedure texts

III. Indicators :

1. Identify the topic of the text
2. Find the main idea of the text
3. Recognize language features of descriptive texts.

4. Differentiate between the main idea and the supporting details of each paragraph in descriptive texts.
5. Recognize the generic structure of the text
6. Know the meaning of certain vocabulary related to the descriptive texts.
7. Implement the words in the descriptive text

IV. Objectives :

At the end of the lesson, students are able to:

1. Knowing the components of descriptive texts
2. Identifying the components of descriptive texts
3. Implementing the components the descriptive texts
4. Relating the descriptive text to their real life

V. Materials : It can be seen on the appendix

1. Descriptive texts
 - a. Descriptive text “Keraton Ratu Boko”
 - b. Descriptive text “Singapore”
2. Vocabularies
 - a. Adjective words
3. Grammar
 - a. Simple Present Tense

VI. Activities:

No	Steps	Time Allotment (Minutes)
A.	<i>Opening Activity</i>	5
	1. Teacher greets the students and vice versa.	-
	2. Teacher checks the attendance list	-
B.	<i>Main Activity</i>	70
	BKOF	-
	1. Teacher asks some questions related to the topic	-
	MOT	-
	1. Teacher give a text and the students analyze it	-
	2. Teacher explains about the descriptive text and identify the topic and generic structure of descriptive text	-
	3. Student identify the important information in descriptive text	-
	JCOT	-
	1. The students watch the video.	-
	2. The students read the text related to the video	
	3. The students identify the topic and generic structure of the text	
	4. The students Do some tasks related to the text in pairs	
	5. Teacher and the students discuss the answers	
	ICOT	

	<ol style="list-style-type: none"> 1. The students do the tasks individually 2. The teacher discuss the students' work and gives feedback 3. The students make some words using vocabulary from the texts <p>LRT</p> <ol style="list-style-type: none"> 1. The teacher gives homework to the students 	
C.	<p><i>Closing Activity</i></p> <ol style="list-style-type: none"> 1. Teacher gives reinforcement and comment. 2. Teacher summarizes the lesson. 	<p>5</p> <p>-</p> <p>-</p>

VII. Learning Sources : National Geographic video, Scaffolding by Joko Priyana, Arnis Rahayu Irjayani, Virga R (2008), English in Focus by Artono Wadiman, Masduki B. Jahur, and M. Sukirman Djusna (2008)

VIII. Exercise :

The teacher gives exercise the students with the following requirement:

- a. Type : Written test
- b. Form : analyze, making words
- c. Instruments : It can be seen on the appendix

Instruction : Watch the video and do the task below, It is an email from Rianna to Tince.
Please analyze the text and do the task,

,The Lesson Plan in Second Cycle

LESSON PLAN (Cycle 2 – Meeting 2)

SMA/MA	:	SMP Negeri 1 Prambanan
Subject	:	English
Year/Semester	:	VIII/2
Time Allotment	:	2 x 40' (one meeting)
Skill	:	Reading
Type of Text	:	Descriptive

I. Standard of Competence :

11 Reading

Understanding the meaning of functional written texts and very simple short essays in the form of descriptive and procedure that related to the close circle.

II. Basic Competence :

Responding the meanings and rhetoric steps accurately, fluently and acceptable in very simple essays that related to the close circle in the form of descriptive and procedure texts

III. Indicators :

1. Identify the topic of the text
2. Find the main idea of the text
3. Recognize the language features of descriptive texts.

4. Differentiate between the main idea and the supporting details of each paragraph in descriptive texts.
5. Know the meaning of certain vocabulary related to the descriptive texts.
6. Identify the picture and the characteristic of the objects in the texts.
7. Draw a conclusion and make an inference of descriptive texts.
8. Make a judgment related to the text.
9. Implement the words from descriptive text.

IV. Objectives :

At the end of the lesson, students are able to:

1. Knowing the components of descriptive texts
2. Identifying the components of descriptive texts
3. Implementing the components the descriptive texts
4. Relating the descriptive text to their real life

V. Materials :

1. Descriptive text
 - a. Descriptive text “Megacities Jakarta”
2. Vocabularies
 - a. Adjective
3. Grammar
 - a. Simple Present Tense

VI. Activities:

No	Steps	Time Allotment (Minutes)
A.	<i>Opening Activity</i>	5
	1. Teacher greets the students and vice versa.	-
	2. Teacher checks the attendance list	-
B.	<i>Main Activity</i>	70
	JCOT	-
	1. Teacher and students discuss the students' homework	-
	2. Teacher gives feedback to the students	-
	3. Students watch the video	-
	4. Students read a text related to the video	-
	5. Students discuss the text	-
	6. The teacher gives feedback to the students	-
	ICOT	-
	1. The students read a text	-
	2. The students do the tasks individually	-
	3. The students make a text about description of something	-
	4. The students guess their friends' object	-
C.	<i>Closing Activity</i>	5
	1. Teacher gives reinforcement and comment.	-
	2. Teacher summarizes the lesson.	-

VII. Learning Sources : National Geographic, Scaffolding by Joko Priyana, Arnis Rahayu Irjayani, Virga R (2008), English in Focus by Artono Wadiman, Masduki B. Jahur, and M. Sukirman Djusna (2008)

VIII. Exercise :

The teacher gives exercise the students with the following requirement:

- a. Type : Written test, oral test
- b. Form : analyze, translate, answer, give opinion
- c. Instruments : It can be seen on the appendix

Instruction : **Watch the video carefully, study the text and answer the question**

APPENDIX H

THE PRE-TEST AND POST-TEST

Baturaden

Baturaden is a tourist destination in Banyumas regency, Central java, Indonesia. Baturaden located in the northern town of Purwokerto and just on the south slope of mount Slamet. With height 640 m above sea level. Air temperature ranges between 18°-25° Celsius with humidity from 70 to 80 mm Hg.

The air in Baturaden is very cool and the scenery is very beautiful and natural. From the town of Purwokerto, the road to Baturaden is only about 14 km to the north, and can be reached by public transportation.

Baturaden also a tourist area visited by many local tourists, as well as foreign tourists, especially on Sundays and national holidays. To accommodate them there are some hotels and in available there.

Adapted from Pendalaman Materi Ujian

1. What is the purpose of of the text?
 - a. To share experience.
 - b. To describe Baturaden.
 - c. Telling the way.
 - d. To attract visitors.
2. Where is the object located?
 - a. Near Purwokerto
 - b. On the Mount Slamet slope
 - c. On the top of Mount Slamet
 - d. About 14 kilometers from the mount
3. How many kilometers from town of Purwokerto to Baturaden are?
 - a. only about twenty four kilometers to the north
 - b. only about forty kilometers to the north
 - c. only about fourteen kilometers to the north
 - d. only about forth kilometers to the north
4. In what days most of the visitors come to Baturaden?
 - a. Every weekends
 - c. National days

- b. Sundays and national holidays
- d. Saturdays and Sundays
- 5. Where is the location of Purwokerto?
 - a. In the north of Baturaden
 - c. In the Baturaden
 - b. In the south of Baturaden
 - d. To the north of Baturaden

SALSA

This is a Salsa. Salsa is an Indian elephant, but now it lives in The National Zoo in Washington, D.C. Salsa is young. It is 20 years old. It weights up 2500Kg and 2.1 m high at the shoulder. It may consume up to 200kg of grass a day. It is fond of banana plants, gingers, and leaves of various plants.

Salsa doesn't have sweat glands so it likes to cool off by rolling in a pond in the zoo. The mud that dries on its skin protects it from the sun. Salsa also likes taking a bath. It makes her fresh and relaxed. Mike, the zookeeper, helps Salsa take a bath. Mike does it everyday. He also feeds and talks to Salsa. Salsa likes this nice guy very much.

(Taken from: <http://faisalaminudin.blogspot.com/>)

Answer the questions based on the passage by crossing the letter!

- 6. What is the text about?
 - a. National Zoo
 - c. Salsa Dance
 - b. Big Animal
 - d. Indian Elephant
- 7. How does Sasa look like?
 - a. It is small and old
 - c. It is small and young
 - b. It is huge and young
 - d. It is big and kid
- 8. Where is Salsa now?
 - a. In Indian reservation
 - c. In the jungle of Africa
 - b. In the zoo
 - d. In the National Zoo, Washington, D.C

9. Does Salsa like Mike?

a. yes, she does

c. yes, he does

b. No, it doesn't

d. no, she doesn't

10. "Salsa likes this nice guy very much." The synonym of nice is

a. bad

c. Terrible

b. Good

d. Awful

Prambanan Temple

Prambanan is the largest Hindu temple compound in Central Java in Indonesia, located approximately 18 km east of Yogyakarta. It is characterised by its tall and pointed architecture, typical of Hindu temple architecture, and by the 47 m high central building inside a large complex of individual temples. It was built around 850 CE by either Rakai Pikatan, king of the second Mataram Dynasty, or Balitung Maha Sambu, during the Sanjaya Dynasty. Not long after its construction, the temple was abandoned and began to deteriorate. Reconstruction of the compound began in 1918. The main building was completed in around 1953.

<http://www.kursusmudahbahasainggris.com//>

11. What is the paragraph tell us about?

a. The process of Prambanan making

b. The king of Prambanan

c. Mataram Dynasti

d. The characteristic of Prambanan temple

12. How many is the height of Prambanan temple?

a. It is 18km east of Yogyakarta

b. It is 850 CE

c. It is 47m

d. It Began in 1918

13. How long that the process of reconstruction of Prambanan temple?

- a. 850 years
- b. 35 years
- c. In 1918
- d. In 1953

Tiger

Tigers are the largest members of the feline family. They inhabit a wide area of land, stretching from Siberia to north-eastern China, India, and Indochina and make their habitat mainly in rainforests, mangroves, and boreal forests (taigas). Tigers are not fast runners. However, they are able to jump amazingly well, a skill they make use of when sneaking up and pouncing on their prey. The hair on their back is yellow with black, horizontal stripes. Tigers found in the northern regions tend to be light yellow in color while those in the southern regions are more orangish. For food, tigers eat almost anything depending on what they can find in their place of habitat, from insects (locusts, etc.) and small animals to large ones such as deer, wild boars, and cows.

<http://englishjuniorhighschool.blogspot.com//>

14. According to the passage, where is the tiger not life?

- a. Rainforest
- b. Mangroves
- c. Beach
- d. Boreal forests

15. What is the special skill of tiger?

- a. Jump
- b. Run
- c. Fly
- d. Swim

16. What is the difference between tigers that are found in north region and the one that is found in south region?

- a. The tiger from the north is faster than the one from the south

- b. The tiger from the north can jump higher than the one from the south
- c. The tiger from the south is more yellowish than the one from the north
- d. The tiger from the north is telowish than the one from the south

JAKARTA

Jakarta is the capital city of Indonesia. It is centrally located within the country on the northwest coast of Java Island at the mouth of the Ciliwung river. Jakarta dominates Indonesian's administrative, economy, cultural activities, and is a major commercial and transportation hub within Asia-with a population of about 9 million, Jakarta has more people than any other cities in Indonesia. The climate is hot and humid year-round. Rainfall occurs throughout the year, although it is the heaviest from November to May. To average annual precipitation in Jakarta is 1,790 mm. The city lies on a flat, low plain and is prone to flooding during periods of heavy rainfall.

Kota is city's oldest commercial area. It is located south of the old Sunda Kelapa harbour. Glodok, the south of Kota is a banking, retail and residential neighborhood with a large Chinese population. Merdeka Square with Monas (The National Monument) dominates the city's central district. Surrounding the square are Istana Merdeka, the presidential palace, the National Museum, and the Istiqlal Mosque.

<http://descriptivetext83.blogspot.com/2009>

17. The text above uses...

- a. present tense
- b. past tense
- c. future tense
- d. past continues tense.

18. What is the topic of the monolog?

- a. Domination of Jakarta city
- b. Rain city
- c. Sunda Kelapa
- d. Jakarta city

19. What is Jakarta?

- a. A classic city in Indonesia

- b. A harbor
- c. The most modern city Indonesia
- d. Administration city of Indonesia

20. Which one is true according to the text above?

- a. Jakarta is in the middle of Java island
- b. Jakarta has high number of population
- c. Jakarta is tourism city
- d. Jakarta is chinese city

Mr. Danu

Mr. Danu is my uncle. He is a farmer in the country. He is fifty years old. He is tall and handsome. He has round eyes, a pointed nose, and thick lips. He has straight hair. He is very strong. His arms and legs are strong. His skin is brown. He is very diligent. He is also smart and honest. He is a good person and we love him very much.

(Taken from: pegangan guru bahasa Inggris untuk SMP)

Answer the questions based on the passage by crossing the letter!

21. The identification of the text is in sentence?

- | | |
|------|------|
| a. 1 | c. 3 |
| b. 2 | d. 4 |

22. What is the job of Mr. Danu?

- | | |
|--------------|------------|
| a. Farmer | c. Dentist |
| b. Carpenter | d. Pilot |

23. How old is Mr. Danu?

- a. 25 c. 50
- b. 35 d. 45

24. How does his hair look like?

- a. Straight hair c. White and short hair
- b. Curly and long hair d. Strong hair

25. This is a personality of Mr. Danu, *except*.....?

- a. Diligent c. Lazy
- b. Smart d. Honest

I Have a Cat

Spot is a regular house cat. He is an adorable cat. He has orange fur with white and black spots. I like to cuddle him because his fur feels soft. Every morning I give Spot milk. Spot does not like rice, so I give him cat food. Spot is an active animal. He likes to run around the house. He likes to chase everyone in my house. When he feels tired or sleepy, Spot usually sleeps on the sofa in the living room or sometimes under the table.

English in Focus

26. What is Spot's fur like?

- a. Rough c. Colorful
- b. Soft d. Safe

27. What does Spot like to do?

- a. Swim around house
- b. Catch some fish
- c. Run around the house
- d. Sleep around the house

Tobey Maguire

Tobey Maguire is an American actor. His full name is Tobias Vincent Maguire. He is known for his role as Peter Parker/ Spider-Man in the Spider-Man film series. He stands about 172 cm. Besides, he has a muscular body that can really figure a super hero. He has big round eye and black straight hair. His physical appearance really supports his role as a super hero. Moreover he is very friendly that makes him loveable.

28. What is Tobey Maguire?

- a. A Spider-Man
- b. A hero
- c. An actor
- d. A friendly man

29. How does Tobey look like?

- a. He is 175cm high
- b. His hair is wavy
- c. His body is athletic
- d. He is an arrogant person

30. Moreover, he is very friendly, which makes him lovable. The word friendly has a similar meaning with

- a. Busy
- b. Easy going
- c. Selfish
- d. Stolid

My Timmy

I have some pets. However, my favorite pet is Timmy.

Timmy is a male tabby cat. He is very adorable with his soft stripes fur. He has innocent round eyes and feeble sweet voice. He always meows when I come home, he usually give me a kiss.

Timmy is a nice playmate. I'm so happy to spend my time with him. Most of the time, he's a good cat. It's almost impossible for me to be angry at him. In the morning, he always wakes up early. When he wakes up earlier, he waits quality by my bedside until I wake up.

iancendika.blogspot.com

21. When does Timmy usually give a kiss to the writer? When the writer....

- a. fells hungry
- b. goes to sleep
- c. leaves home
- d. comes home

22. Why is the writer almost impossible to be angry at his cat? Because

- a. It has innocent round eyes
- b. Most of the time, it is a good cat
- c. It gives the writer kiss
- d. It always wakes up early

23. The second paragraph tell about....

- a. Characteristic
- b. Habit
- c. Habitat
- d. Food

24. What is the purpose of the text about?

- a. To describe place
- b. To entertain the reader
- c. To describe something
- d. To tell how to care for cats

I Have a Cat

Spot is a regular house cat. He is an adorable cat. He has orange fur with white and black spots. I like to cuddle him because his fur feels soft. Every morning I give Spot milk. Spot does not like rice, so I give him cat food. Spot is an active animal. He likes to run around the house. He likes to chase everyone in my house. When he feels tired or sleepy, Spot usually sleeps on the sofa in the living room or sometimes under the table.

English in Focus

25. What kind of animal is Spot?

- a. Dog
- b. Mouse
- c. Lion
- d. Cat

26. What is Spot's fur like?

- c. Rough c. Colorful
- d. Soft d. Safe

27. What does Spot like to do?

- e. Swim around house
- f. Catch some fish
- g. Run around the house
- h. Sleep around the house

Tobey Maguire

Tobey Maguire is an American actor. His full name is Tobias Vincent Maguire. He is known for his role as Peter Parker/ Spider-Man in the Spider-Man film series. He stands about 172 cm. Besides, he has a muscular body that can really figure a super hero. He has big round eye and black straight hair. His physical appearance really supports his role as a super hero. Moreover he is very friendly that makes him loveable.

Scaffolding

28. What is Tobey Maguire?

- c. A Spider-Man c. An actor
- d. A hero d. A friendly man

29. How is Tobey looks like?

- c. He is 175cm high c. His body is athletics
- d. His hair is wavy d. He is an arrogant person

30. Moreover he is very friendly that makes him loveable. The word friendly has similar meaning with

- c. Busy c. Selfish
- d. Easy going d. Stolid

APPENDIX I

THE OBSERVATION CHECK

LIST

OBSERVATION CHECKLIST

NO	KEGIATAN PEMBELAJARAN	YA	TIDAK
1	Membuka Pelajaran		
2	Menanyakan beberapa hal terkait materi yang akan dipelajari		
3.	Menyajikan gambar yang berkaitan dengan materi yang akan dipelajari.		
4.	Menyuruh siswa untuk menuliskan segala sesuatu yang mereka ketahui terkait dengan gambar.		
5.	Melakukan diskusi kelas untuk membahas kata – kata yang sudah dituliskan siswa.		
6.	Meminta siswa untuk mengamati judul teks bacaan dan memprediksi isinya.		
7.	Meminta siswa untuk melakukan scanning dan skimming untuk mengecek prediksi mereka.		
8.	Meminta siswa untuk membaca teks dalam hati dan menggaris bawahi kata – kata sulit.		
9.	Meminta siswa untuk membaca teks dengan keras dan mengoreksi pronunciation siswa.		
10.	Membahas kata – kata sulit yang ditemukan siswa dengan memberikan ‘ <i>clues</i> ’		
11.	Membimbing siswa untuk memahami isi dari tiap paragraph.		
12.	Membimbing siswa untuk mengerjakan ‘ <i>comprehension questions</i> ’		
13.	Mendiskusikan hasil kerja siswa.		
14.	Melakukan diskusi terkait fenomena yang ada pada kehidupan sehari – hari yang berhubungan dengan teks bacaan.		
15.	Menyimpulkan hasil diskusi.		
16.	Menutup pelajaran.		

STUDENTS' CHECKLIST

Name : _____

Meeting : _____

Give (√) in the column YES (if your answer is yes) or NO (if your answer is no)

No	Items	Answer		
		Yes	No	
A. Motivation				
Teacher				
	1. At the beginning of the lesson, English is interesting			
	2. The teacher makes interesting activities			
	3. The teacher gives reward to the students			
Materials and media				
	1. The materials are interesting			
	2. There are pictures which give me advantages			
	3. This lesson is boring			
	4. The materials give me advantages			
	5. The tasks are difficult			
Activity				
	1. I like working in pairs/group			
	2. I like writing activities (games)			
B. Confidence				
	1. At the beginning of the lesson, English is easy for me			
	2. The materials are more difficult to learn			
	3. I believe that I can learn the materials			
	4. The assignments/ activities are difficult to do			
	5. I can finish the assignments/activities well because the organization of tasks are from easier to more difficult			
	6. After I learn the lesson, I will succeed in the test			
	7. I ask a questions to my friend or my teacher			
C Reading Process				
	1. I can memorize and spell vocabulary			

	easily		
	2. I know how to find main idea		
	3. I know the content of the texts		
	4. I can retell the texts		
	TOTAL		

STUDENTS' CHECKLIST

Name : _____

Meeting : _____

Give (√) in the column YES (if your answer is yes) or NO (if your answer is no)

No	Items	Answer		
		Yes	No	
C. Motivation				
Teacher				
	1. At the beginning of the lesson, English is interesting			
	2. The teacher makes interesting activities			
	3. The teacher gives reward to the students			
Materials and media				
	1. The materials are interesting			
	2. There are pictures which give me advantages			
	3. This lesson is boring			
	4. The materials give me advantages			
	5. The tasks are difficult			
Activity				
	1. I like working in pairs/group			
	2. I like writing activities (games)			
D. Confidence				

	1. At the beginning of the lesson, English is easy for me		
	2. The materials are more difficult to learn		
	3. I believe that I can learn the materials		
	4. The assignments/ activities are difficult to do		
	5. I can finish the assignments/activities well because the organization of tasks are from easier to more difficult		
	6. After I learn the lesson, I will succeed in the test		
	7. I ask a questions to my friend or my teacher		
C	Reading Process		
	1. I can memorize and spell vocabulary easily		
	2. I know how to find main idea		
	3. I know the content of the texts		
	4. I can retell the texts		
	TOTAL		

STUDENTS' CHECKLIST

Name : _____

Meeting : _____

Give (√) in the column YES (if your answer is yes) or NO (if your answer is no)

No	Items	Answer		
		Yes	No	
E. Motivation				
Teacher				
	1. At the beginning of the lesson, English is interesting			
	2. The teacher makes interesting activities			
	3. The teacher gives reward to the students			
Materials and media				
	1. The materials are interesting			
	2. There are pictures which give me advantages			
	3. This lesson is boring			
	4. The materials give me advantages			
	5. The tasks are difficult			
Activity				
	1. I like working in pairs/group			
	2. I like writing activities (games)			
F. Confidence				

	1. At the beginning of the lesson, English is easy for me		
	2. The materials are more difficult to learn		
	3. I believe that I can learn the materials		
	4. The assignments/ activities are difficult to do		
	5. I can finish the assignments/activities well because the organization of tasks are from easier to more difficult		
	6. After I learn the lesson, I will succeed in the test		
	7. I ask a questions to my friend or my teacher		
C	Reading Process		
	1. I can memorize and spell vocabulary easily		
	2. I know how to find main idea		
	3. I know the content of the texts		
	4. I can retell the texts		
	TOTAL		

APPENDIX J

THE LETTERS



PEMERINTAH KABUPATEN SLEMAN
KANTOR KESATUAN BANGSA

Beran, Tridadi, Sleman, Yogyakarta, 55511
Telepon (0274) 864650, Faksimile (0274) 864650
Website: www.slemankab.go.id, E-mail: kesbang.sleman@yahoo.com

Sleman, 10 Januari 2014

Nomor : 070 /Kesbang/ 61 /2014

Kepada

Hal : Rekomendasi

Yth. Kepala Bappeda

Penelitian

Kabupaten Sleman

di Sleman

REKOMENDASI

Memperhatikan surat :

Dari : Kasubbag Pendidikan FBS UNY

Nomor : 0024a/UN.34.12/DT/II/2014

Tanggal : 9 Januari 2014

Perihal : Permohonan Ijin Penelitian

Setelah mempelajari surat permohonan dan proposal yang diajukan, maka dapat diberikan rekomendasi dan tidak keberatan untuk melaksanakan penelitian dengan judul “

THE USE OF NATIONAL GRAPHIC VIDEO TO ENCHANCE STUDENTS' READING COMPREHENSION OF DESCRIPTIVE TEXT (AN ACTION RESEARCH AT THE EIGHTH GRADE STUDENTS OF SMP NEGERI I PRAMBANAN SLEMAN IN ACADEMIC YEAR 2013/2014)” kepada:

Nama : Zaqi Bagus Perdana

Alamat Rumah : Jl. Gatot Subroto, Radudongkal, Pemalang

No. Telepon : 089671469734

Universitas / Fakultas : UNY/ FBS

NIM : 10202241022

Program Studi : S1

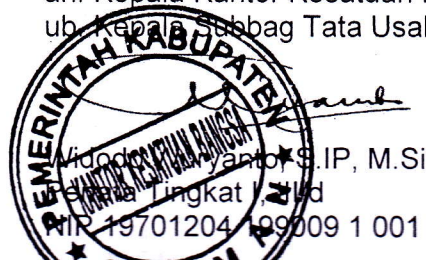
Alamat Universitas : Karangmalang, Yogyakarta

Lokasi Penelitian : SMP Negeri I Prambanan Sleman

Waktu : 10 Januari - 10 April 2014

Yang bersangkutan berkewajiban menghormati dan menaati peraturan serta tata tertib yang berlaku di wilayah penelitian. Demikian untuk dipergunakan sebagaimana mestinya.

an. Kepala Kantor Kesatuan Bangsa
ub. Kepala Subbag Tata Usaha





PEMERINTAH KABUPATEN SLEMAN
BADAN PERENCANAAN PEMBANGUNAN DAERAH

Jalan Parasamya Nomor 1 Beran, Tridadi, Sleman, Yogyakarta 55511
Telepon (0274) 868800, Faksimilie (0274) 868800
Website: slemankab.go.id, E-mail : bappeda@slemankab.go.id

SURAT IZIN

Nomor : 070 / Bappeda / 64 / 2014

**TENTANG
PENELITIAN**

KEPALA BADAN PERENCANAAN PEMBANGUNAN DAERAH

Dasar : Peraturan Bupati Sleman Nomor : 45 Tahun 2013 Tentang Izin Penelitian, Izin Kuliah Kerja Nyata,
Dan Izin Praktik Kerja Lapangan.
Menunjuk : Surat dari Kepala Kantor Kesatuan Bangsa Kab. Sleman
Nomor : 070/Kesbang/61/2014
Hal : Rekomendasi Penelitian

Tanggal : 10 Januari 2014

MENGIZINKAN :

Kepada :
Nama : ZAQI BAGUS PERDANA
No.Mhs/NIM/NIP/NIK : 10202241022
Program/Tingkat : S1
Instansi/Perguruan Tinggi : Universitas Negeri Yogyakarta
Alamat instansi/Perguruan Tinggi : Karangmalang, Yogyakarta
Alamat Rumah : Jl. Gatot Subroto, Randudongkal, Pemalang
No. Telp / HP : 089671469734
Untuk : Mengadakan Penelitian / Pra Survey / Uji Validitas / PKL dengan judul
**THE USE OF NATIONAL GEOGRAPHIC VIDEO TO ENCHANCE
STUDENTS' READING COMPREHENSION OF DESCRIPTIVE TEXT (AN
ACTION RESEARCH AT THE EIGHT GRADE STUDENTS OF SMP NEGERI
1 PRAMBANAN SLEMAN IN ACADEMIC YEAR 2013/2014**
Lokasi : SMP Negeri 1 Prambanan, Sleman
Waktu : Selama 3 bulan mulai tanggal: 10 Januari 2014 s/d 10 April 2014

Dengan ketentuan sebagai berikut :

1. Wajib melapor diri kepada Pejabat Pemerintah setempat (Camat/ Kepala Desa) atau Kepala Instansi untuk mendapat petunjuk seperlunya.
2. Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan setempat yang berlaku.
3. Izin tidak disalahgunakan untuk kepentingan-kepentingan di luar yang direkomendasikan.
4. Wajib menyampaikan laporan hasil penelitian berupa 1 (satu) CD format PDF kepada Bupati diserahkan melalui Kepala Badan Perencanaan Pembangunan Daerah.
5. Izin ini dapat dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan di atas.

Demikian ijin ini dikeluarkan untuk digunakan sebagaimana mestinya, diharapkan pejabat pemerintah/non pemerintah setempat memberikan bantuan seperlunya.

Setelah selesai pelaksanaan penelitian Saudara wajib menyampaikan laporan kepada kami 1 (satu) bulan setelah berakhirnya penelitian.

Dikeluarkan di Sleman

Pada Tanggal : 10 Januari 2014

a.n. Kepala Badan Perencanaan Pembangunan Daerah

Sekretaris
u.b.

Kepala Bidang Pengendalian dan Evaluasi

Dra. SUCI IRIANI SINURAYA, M.Si, MM
Pembina, IV/a

Tembusan :

1. Bupati Sleman (sebagai laporan)
2. Kepala Dinas Dikpora Kab. Sleman
3. Kabid. Sosial Budaya Bappeda Kab. Sleman
4. Camat Prambanan
5. Ka. SMP Negeri 1 Prambanan, Sleman
6. Dekan Fak. Bahasa dan Seni - UNY
7. Yang Bersangkutan



PEMERINTAH KABUPATEN SLEMAN
BADAN PERENCANAAN PEMBANGUNAN DAERAH

Jalan Parasamya Nomor 1 Beran, Tridadi, Sleman, Yogyakarta 55511
Telepon (0274) 868800, Faksimilie (0274) 868800
Website: slemankab.go.id, E-mail : bappeda@slemankab.go.id

SURAT IZIN

Nomor : 070 / Bappeda / 64 / 2014

**TENTANG
PENELITIAN**

KEPALA BADAN PERENCANAAN PEMBANGUNAN DAERAH

Dasar : Peraturan Bupati Sleman Nomor : 45 Tahun 2013 Tentang Izin Penelitian, Izin Kuliah Kerja Nyata, Dan Izin Praktik Kerja Lapangan.
Menunjuk : Surat dari Kepala Kantor Kesatuan Bangsa Kab. Sleman
Nomor : 070/Kesbang/61/2014
Hal : Rekomendasi Penelitian

Tanggal : 10 Januari 2014

MENGIZINKAN :

Kepada :
Nama : ZAQI BAGUS PERDANA
No.Mhs/NIM/NIP/NIK : 10202241022
Program/Tingkat : S1
Instansi/Perguruan Tinggi : Universitas Negeri Yogyakarta
Alamat instansi/Perguruan Tinggi : Karangmalang, Yogyakarta
Alamat Rumah : Jl. Gatot Subroto, Randudongkal, Pemalang
No. Telp / HP : 089671469734
Untuk : Mengadakan Penelitian / Pra Survey / Uji Validitas & PKL dengan judul
THE USE OF NATIONAL GEOGRAPHIC VIDEO TO ENCHANCE STUDENTS' READING COMPREHENSION OF DESCRIPTIVE TEXT (AN ACTION RESEARCH AT THE EIGHT GRADE STUDENTS OF SMP NEGERI 1 PRAMBANAN SLEMAN IN ACADEMIC YEAR 2013/2014
Lokasi : SMP Negeri 1 Prambanan, Sleman
Waktu : Selama 3 bulan mulai tanggal: 10 Januari 2014 s/d 10 April 2014

Dengan ketentuan sebagai berikut :

1. *Wajib melapor diri kepada Pejabat Pemerintah setempat (Camat/ Kepala Desa) atau Kepala Instansi untuk mendapat petunjuk seperlunya.*
2. *Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan setempat yang berlaku.*
3. *Izin tidak disalahgunakan untuk kepentingan-kepentingan di luar yang direkomendasikan.*
4. *Wajib menyampaikan laporan hasil penelitian berupa 1 (satu) CD format PDF kepada Bupati diserahkan melalui Kepala Badan Perencanaan Pembangunan Daerah.*
5. *Izin ini dapat dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan di atas.*

Demikian ijin ini dikeluarkan untuk digunakan sebagaimana mestinya, diharapkan pejabat pemerintah/non pemerintah setempat memberikan bantuan seperlunya.

Setelah selesai pelaksanaan penelitian Saudara wajib menyampaikan laporan kepada kami 1 (satu) bulan setelah berakhirnya penelitian.

Dikeluarkan di Sleman

Pada Tanggal : 10 Januari 2014

a.n. Kepala Badan Perencanaan Pembangunan Daerah

Sekretaris

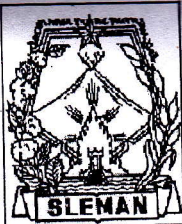
u.b.

Kepala Bidang Pengendalian dan Evaluasi

Dra. SUCI IRIANI SINURAYA, M.Si, MM
Pembina IV/a

Tembusan :

1. Bupati Sleman (sebagai laporan)
2. Kepala Dinas Dikpora Kab. Sleman
3. Kabid. Sosial Budaya Bappeda Kab. Sleman
4. Camat Prambanan
5. Ka. SMP Negeri 1 Prambanan, Sleman
6. Dekan Fak. Bahasa dan Seni - UNY
7. Yang Bersangkutan



PEMERINTAH KABUPATEN SLEMAN
KANTOR KESATUAN BANGSA

Beran, Tridadi, Sleman, Yogyakarta, 55511
Telepon (0274) 864650, Faksimile (0274) 864650
Website: www.slemankab.go.id, E-mail: kesbang.sleman@yahoo.com

Sleman, 10 Januari 2014

Nomor : 070 /Kesbang/ 61 /2014
Hal : Rekomendasi
Penelitian
Kepada
Yth. Kepala Bappeda
Kabupaten Sleman
di Sleman

REKOMENDASI

Memperhatikan surat :
Dari : Kasubbag Pendidikan FBS UNY
Nomor : 0024a/UN.34.12/DT/II/2014
Tanggal : 9 Januari 2014
Perihal : Permohonan Ijin Penelitian

Setelah mempelajari surat permohonan dan proposal yang diajukan, maka dapat diberikan rekomendasi dan tidak keberatan untuk melaksanakan penelitian dengan judul “

THE USE OF NATIONAL GRAPHIC VIDEO TO ENCHANCE STUDENTS' READING COMPREHENSION OF DESCRIPTIVE TEXT (AN ACTION RESEARCH AT THE EIGHTH GRADE STUDENTS OF SMP NEGERI I PRAMBANAN SLEMAN IN ACADEMIC YEAR 2013/2014)“ kepada:

Nama : Zaqi Bagus Perdana
Alamat Rumah : Jl. Gatot Subroto, Radudongkal, Pemalang
No. Telepon : 089671469734
Universitas / Fakultas : UNY/ FBS
NIM : 10202241022
Program Studi : S1
Alamat Universitas : Karangmalang, Yogyakarta
Lokasi Penelitian : SMP Negeri I Prambanan Sleman
Waktu : 10 Januari - 10 April 2014

Yang bersangkutan berkewajiban menghormati dan menaati peraturan serta tata tertib yang berlaku di wilayah penelitian. Demikian untuk dipergunakan sebagaimana mestinya.

an. Kepala Kantor Kesatuan Bangsa
ub. Kepala Subbag Tata Usaha





UNIVERSITAS NEGERI YOGYAKARTA

FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
http://www.fbs.uny.ac.id//

FRM/FBS/33-01
10 Jan 2011

Nomor : 0024a/UN.34.12/DT/I/2014
Lampiran : 1 Berkas Proposal
Hal : Permohonan Izin Penelitian

9 Januari 2014

Kepada Yth.

Bupati Sleman

c.q. Kepala Kantor Kesatuan Bangsa Kab. Sleman
Jl. Candi Gebang, Beran, Tridadi, Sleman

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul:

***THE USE OF NATIONAL GEOGRAPHIC VIDEO TO ENHANCE STUDENTS' READING COMPREHENSION
OF DESCRIPTIVE TEXTS (AN ACTION RESEARCH AT THE EIGHTH GRADE STUDENTS OF SMP
NEGERI I PRAMBANAN SLEMAN IN THE ACADEMIC YEAR 2003/2014)***

Mahasiswa dimaksud adalah :

Nama : ZAQI BAGUS PERDANA
NIM : 10202241022
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : Januari - Maret 2014
Lokasi Penelitian : SMP Negeri I Prambanan

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan
Kasubbag Pendidikan FBS,

Indun Probo Utami, S.E.
NIP 19670704 199312 2 001

Tembusan:

1. Kepala SMP Negeri I Prambanan

APPENDIX K

THE PHOTOGRAPHS



T



